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ABSTRACT

The measures of academic success used in this study were: mean college grade point average, value changes as measured by pre- and post-test scores on the Allport, Vernon, and Lindsey, "Study of Values," and the number of persons who fell into the following categories: dropouts, persons on academic probation, persons with grade point averages of less than 2.0 , and students with grade point averages of 2.0 or more. Eighty-nine Negro freshmen were randomly divided in 2 groups. One of these, the experimental group, was divided into 3 subgroups, each of which was assigned a counselor and provided with special tutoring and counseling for the entire first semester. The control group was given no special assistance. The results indicated that there were no significant differences between the 2 groups in grade point averages, value changes, or number of students in the various categories, nor did the use of different counselors for the subgroups seem to make any difference. There was evidence, however, that Negro freshmen responded better to a Negro counselor than to either a male or female white counselor. (AF)

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The Effects of Special Tutoring and Counseling On The Academic Success Of Negro Freshmen At Southern State College

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Magnolia, Arkansas

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CHAPTER I

INTRODUCTION

Background

In the past decade much attention has been given to the Head Start Program for culturally disadvantaged preschool children and to the Upward Bound Program for culturally disadvantaged secondary school students. These have been successful attempts to prepare pupils for participation in elementary schools and colleges, but they are limited to a small fraction of the persons who need such assistance. Many culturally disadvantaged Negro students still arrive at college unprepared to compete with their more affluent white classmates.

Summer preparatory programs have been developed to help prepare disadvantaged students for college admission. A New York program, "Operation Second Chance," prepares high school graduates previously denied admission to college for re-application. Another approach provides lengthened undergraduate programs to give disadvantaged students an additional year of instruction. Such programs serve the aim of helping deprived students and also of benefiting the institution and the student body by increasing the diversity of background of students.

Importance of the Study

Of 154 Negro students at a large midwestern university, the 30 percent in the upper half of their class with respect to academic aptitude included nearly equal numbers from integrated high schools and from predominately Negro high schools. Even the Negro men from families of relatively high socio-economic level had aptitude scores lower than the non-Negro freshman average.

Negro students are inadequately prepared for college regardless of their socio-economic background or the degree of integration in the high schools they attended. Even in integrated high schools, the education received by Negro students is inferior to the education received by non-Negro students in the same school. Negro students should be given special assistance in the form of tutoring, counseling, and summer programs. (2)

In 1965, New York University instituted an experimental program for 60 "high risk" students. Only 15 of these students were still enrolled after one year. A sufficient supportive program had not been provided to enable the students to develop their latent potential. More and better programs are needed if the skills and talents of the potentially able, but deprived youngsters, are to be developed. (14)

A. M. and N. College, an Arkansas all-Negro institution, has been providing special assistance in the form of tutoring and additional counseling to its students for a number of years. In spite of the fact that no statistical evaluation has been made to determine the effectiveness of the program, the director of freshman studies for that college states that many students who would be denied admission to most institutions of higher education are helped in developing desirable study habits and do successfully complete a four-year college program.

At Southern State College, a previously all white college, the average Negro student has been unable to compete academically with the average white student. This same condition exists in all of the previously all white Arkansas colleges, and the educational literature indicates that it exists in colleges throughout the entire United States.

During the 1968-1969 school year, Southern State College, with other south Arkansas colleges, participated in two programs which brought additional culturally deprived students into the institutions. These programs were designed to locate academically able students and to inform the parents of all graduating high school seniors that financial aids were available for college students. Both programs have contributed to an increase in the number of Negro students enrolled in all white colleges in south Arkansas. This makes it more urgent that programs be initiated that will help these persons to succeed in college and to complete a four-year degree.

There is some difference of opinion as to the reason for this inability of the average Negro student to compete successfully with the average white student on an academic basis. Shuey, Garrett, and Jensen are three writers who have concluded that the difference is one of native intelligence and nothing can be done to reduce or eliminate this inability. However, the preponderance of informed opinion is that the difference in academic performance is a result of an inferior cultural background and can be corrected with special help.

The careful appraisal of educational programs is extremely rare. Therefore, it is not surprising that few compensatory programs in higher education have been systematically evaluated. It is essential that more of them be evaluated if the profession is to have reliable guidelines for further study. (19:155)

STATEMENT OF THE PROBLEM

The problem under consideration in this study is the inability of the majority of Negro college students in previously non-Negro southern colleges to do satisfactory academic work based on existing conditions and standards. Specifically, a sample of approximately one-half of the Southern State College Negro freshmen were provided special tutoring and counseling for one semester in an effort to determine whether or not Negro college students, when given sufficient help, will overcome this inability and can do satisfactory academic work in this college.

Purposes of the Study

1. Provide additional help, in the form of tutoring and counseling, to a random sample of approximately one-half of the Southern State College Negro freshmen during the fall semester, 1969.

2. Compare the mean grade-point average of this group for one semester with the mean grade-point average of a comparable control group which is provided no special assistance.

3. Compare value changes for the two groups by use of pre- and post-test scores on the Allport, Vernon, and Lindsey, Study of Values.

4. Compare the number of persons from each of the two groups who fall into the four categories (a) dropouts, (b) persons on academic probation, (c) persons not on academic probation but whose grade-point averages are less than 2.0, and (d) persons whose grade-points are 2.0 or more.

5. Provide a basis for making inferences pertaining to the educational success of Negro students in a previously all white south Arkansas college.

Questions Answered by the Study

1. What effect did special assistance to a group of Negro students have on their values in selected areas?

2. What effect did special assistance in the form of tutoring and counseling have on the mean grade-point average of the group of Negro students who received the help?

3. Was the mean grade-point average of the experimental group significantly higher than that of the control group for the period of the study?

4. Were the value changes of the experimental group during the first semester significantly different from those of the control group?

5. Was there a significant difference between the number in the two groups who have dropped out of school, who are on academic probation, who are not on academic probation but have a grade-point average less than 2.0, and who have a grade-point average of 2.0 or more at the end of the semester?

6. Was there a significant difference between the academic success of students who were served by different counselors?

7. Did the lower one-third, the middle one-third, or the upper

one-third of the subjects, as determined by ACT composite scores, respond better to the special tutoring and counseling program?

Assumptions Made

1. Negro freshman students in a previously non-Negro southern college will take advantage of special assistance to improve their academic status.
2. College grade-point average and value changes are measures of academic success.
3. Value changes can be measured by the difference between pre- and post-test scores on the Allport, Vernon, and Lindsey, Study of Values.
4. Negro freshmen enrolled at Southern State College are representative of the Negro freshmen at previously non-Negro southern colleges in general.
5. The social milieu in which a child grows up is highly influential in determining the kind and degree of his experience.
6. Ease of learning is based in large measure on the prior experience and knowledge of the individual.

Postulates

1. The inability of the average Negro college freshman to compete academically with white freshmen in previously non-Negro southern colleges is a result of an inferior educational background.
2. Inabilities resulting from an inferior background can be partially or totally removed by special assistance to the persons involved.

Hypotheses Tested

1. Negro students who were provided with special assistance would experience a greater change of values than will Negro students who are given no special help.
2. Negro freshmen who were provided with special tutoring and counseling would earn a higher mean grade-point average than Negro freshmen who receive no special help.
3. There would be a difference between the number of persons from the experimental and control groups who fall into the

four categories: dropouts, persons on academic probation, persons not on academic probation but whose grade-point average is less than 2.0, and persons whose grade-point average is 2.0 or above.

4. There would be no significant difference between the mean first semester college grade-point average and the value changes of the subgroups which are served by different counselors.

5. There would be no significant difference between the benefits derived from this program by the higher, middle, and lower elements of the experimental groups as determined by their American College Testing Program (ACT) composite scores.

Limitations

1. This study investigated only two of the many factors believed to be instrumental in the determination of educational success.

2. The population from which the sample was drawn represents only one college.

3. The sample size was small due to the small number of Negro freshmen enrolled at Southern State College.

4. The time-span of the study was limited to one semester.

Definitions

Academic Probation: As used in this study, academic probation will conform to the definition being used at Southern State College at the time of the study.

Compensatory Practice: A continuing activity by an institution that helps disadvantaged students who could not otherwise do so to enroll and satisfactorily progress in schools at all levels.

Compensatory Programs: An organized group of compensatory practices.

Culturally Deprived: Persons who have had very little contact with cultural factors which are common in the environment of the average middle-class white child in the United States.

Culturally Disadvantaged: Persons who have suffered from some degree of cultural deprivation.

Dropout: All persons who withdraw from Southern State College or who are suspended during or at the end of the period of the study with the exceptions listed below. Persons who are forced to leave school for health reasons, persons who are drafted into the services of the United States, and persons who transfer to another college at the end of the period of study will not be considered dropouts for this study.

Academic Success: Favorable academic progress toward the completion of a desired goal in education. One of the measurable desired goals of education is a grade-point average sufficiently high to permit a student to remain in school and graduate.

Grade-Point Average: For purposes of this study, all grade-point averages will be based on a four-point scale.

CHAPTER II

REVIEW OF RELATED LITERATURE

The same social forces responsible for the recent development of compensatory education in the public schools have given impetus to the development of compensatory practices on the college level. One of the most dynamic trends in education today is the effort to identify potentially able Negro or other socially disadvantaged youth and help them to enter and succeed in college.

Some colleges long have been active in giving special assistance to disadvantaged youth for whom higher education would otherwise be impractical. Examples are Berea College in Kentucky, Oberlin College in Ohio, and most Negro colleges in the south. These institutions were exceptions in this regard; the majority of colleges and universities showed little concern for youth with handicaps caused by poverty and discrimination. Prior to 1960, there was very little discussion of higher education for the disadvantaged in educational literature. (19:122)

A survey of efforts to increase opportunities for higher education in California among persons disadvantaged by social and economic conditions was conducted in 1965-1966. Information from this survey revealed that two percent of the undergraduates admitted to the University of California had been exempt from the usual admission requirements and that a number of campus programs for increasing educational opportunities had been stimulated by grants and scholarships.

Most of the disadvantaged students attending colleges in California were enrolled in junior colleges which have an open-door admission policy and counseling, remedial, and instructional programs suited to this policy. These junior colleges could improve their services to the disadvantaged by attention to the systematic evaluation of their programs. (10)

A senior high school Negro boy with a D grade-point average was admitted to college as a pilot study. He was given weekly counseling and tutoring services, paid one dollar per hour for attending classes, and additional payment for grades of A or B. The student achieved low B grades at the junior college level and eventually the rewards for performance in the form of payment were unnecessary. With counseling and positive reinforcement, he acquired the behaviors necessary for college success. (37:174)

In an attempt to solve the dropout problem among Negro students, San Mateo Junior College initiated the College Readiness Program for disadvantaged high school students. This program consisted of a six-week intensive tutorial session on the San Mateo campus subsequent to high school graduation. Thirty-six high school graduates were selected for participation in the program. All but one of the students who completed the summer program enrolled at San Mateo the following fall. At the end of the academic year, 44 percent of the participants in the

College Readiness Program dropped out as compared to 90 percent among un-aided disadvantaged Negro students. (16:10)

In 1965, City University of New York established the SEEK program especially designed to recruit and enroll poverty area high school graduates who would not ordinarily be admitted because of admission standards. The students selected were aided through special programs to strengthen their basic skills. In this program, 100 SEEK students served as an experimental group and 50 freshmen of similar age, ethnic and socio-economic background, and high school records of performance were used as a control group. At the end of the first semester, 70 percent of the control group had dropped out or were unwilling to take a second examination. Thirty-eight (38) percent of the experimental group had dropped out, 29 percent were rated as doing average work, and 33 percent were retained for additional remedial work. (11)

Probably the most outstanding compensatory development in higher education in recent years is the variety of summer programs conducted for high school students. Although similar programs have been previously conducted for high school graduates by a few institutions, the big drive for this type of program came during the summer of 1964 when hundreds of disadvantaged high school students were permitted to spend several weeks on college campuses across the nation.

These approaches to helping disadvantaged students enter colleges are paralleled by programs designed to help them succeed in college. Most common among these programs are special counseling and non-credit remedial courses. Other programs include instruction in study skills, tutoring, and financial aid. (19:144)

The ABC-ISTSP, A Better Chance-Independent Schools Talent Search Program, is a cooperative effort of 105 private schools and colleges to provide individualized college preparation for disadvantaged high school students. Before being assigned to one of the schools for two or four years of funded schooling, students are required to attend transitional summer programs at one of the sponsoring schools to experience a boarding school situation and to receive tutoring in the basic skills. In addition to the regular scholastic program with supervised study hours, organized recreational and cultural activities are provided. Of 700 pupils in this program during the 1966-1967 school year, 97 percent received passing grades and 40 percent received A's and B's. (27:12)

Antioch College has initiated a program for interracial education to provide full college expenses to disadvantaged students nominated by selected individuals. These students do not respond to college in the usual academic patterns. They manage their day-to-day activities well but have difficulty with long-range assignments and abstract contexts. The shock of their new environment and their belief that education is irrelevant makes their academic work improve slowly. A good relationship with a faculty member is exceedingly important to them. If they could merge the things of value from their backgrounds with those of their new environment, and if colleges would accept the challenge to change, new vigor would appear in the academic community. (5:3)

The general premise that educational handicaps commonly observed among socially disadvantaged children can be overcome by appropriate school experiences is well grounded in psychological and sociological theory, but how best to accomplish this is an open question. The profession and the lay public are in no position to make judgments and long-term commitments to any program in the field. (28:131)

In 1965, the Higher Horizons Program for elementary school children of New York City was evaluated on the basis of scholastic aptitude, scholastic achievement, personal and social development, attendance, and truancy of the pupils in the program. In addition to the pupil evaluation, the professional staff who worked with the program evaluated it. No significant difference was found between IQ scores, at third and sixth grade level, reading achievement scores, or school attitude and behavior scales for the Higher Horizons pupils and the pupils of the control group. The experimental group showed significantly greater gains in computational skills and problem-solving ability than the control group. The Higher Horizons pupils exhibited slightly greater gains in attendance and fewer truancy cases than the control group. Approximately two-thirds of the professional staff recommended continuation of the program. A decision to discontinue the program was made on the basis of this evaluation. (28:161-167)

Out of a total of 2061 students enrolled in the first Upward Bound Programs, 1994 are now on their way out of poverty through education. The change in these students from apathy, and in some cases hostility, to eagerness for learning and responsibility in their own destiny has been remarkable. (28:171)

The Negro freshmen in a predominately non-Negro university from 1961 through 1964 presented lower mean Scholastic Aptitude Test (SAT) scores and lower grade-point averages at the University of North Carolina, although they had higher ranks in their high school classes. These data indicated that the pre-college education of these Negro students was less adequate than that of the total freshman class for the period or that grading standards were not the same in the high schools. (22:368)

In a society which has need for an increasing portion of its youth to secure college education, some concerted effort must be made to help a larger percent of these youth to obtain higher education. In the culturally deprived group, there is a sizeable proportion of the youth who can profit from higher education and should be enabled to secure it. (3:37)

Studies by Pasamanick, 1946; Araston and D'angelo, 1952; Key, 1932; Klineberg, 1935; Clark, 1923; Lee, 1951; and Stallings, 1960, disavow the assumption of native difference of intelligence between whites and Negroes. There is a great deal of overlap between scores of the two groups. The present investigator concludes that the view that ethnic groups differ in innate intelligence is not supported by acceptable scientific evidence. (3:134)

Attempts are being made to measure the ingredients of deprivation with the aim of developing a topology of deprivation which organizes experiences into relevant groupings that can be related to socially determined group variations in IQ performance. It seems probable that when behavioral scientists have been able to classify and measure the elements and variables in social deprivation, the observed difference between intelligence test scores of Negro and white samples will be explained. (12:306)

Although many programs for the disadvantaged are in process, more provision must be made for motivation, learning skills, and opportunity for the disadvantaged to demonstrate individual potential. Simple remedial programs are inadequate, and a universal cooperative venture is needed, with educational institutions of all ranks evaluating, exploring, and sharing in an attempt to initiate effective compensatory educational programs. (17:84)

CHAPTER III

METHODS

The purpose of this study was to determine the effect of special tutoring and counseling on the academic success of Negro freshmen at Southern State College. This chapter is devoted to a description of the methods used in the pursuit of this purpose.

Description of Population

The population for this study consists of all Negro freshman students who were enrolled in Southern State College during the fall semester, 1969.

The experimental sample consists of approximately one-half of the Negro freshmen selected at random from the population of 89 students.

Variables Studied

The independent variables for the study were special counseling and tutoring.

The dependent variable considered was academic success measured in terms of (1) college grade-point average, (2) value changes, and (3) the number of students who fell into the four categories, (a) dropouts, (b) persons on academic probation, (c) persons not on academic probation but whose grade-point average is less than 2.0, and (d) persons whose grade-point average is 2.0 or more.

Collection of Data

Data for this study were taken from the confidential student records of Southern State College and from simple reports completed by group members, tutors, counselors, and faculty resource persons. Copies of the report forms comprise Appendix C.

Research Method

The research methods employed in the study were these:

1. An extensive review of selected related literature was undertaken.
2. All Negro freshmen enrolled in Southern State College for the fall semester, 1969, were listed in alphabetical order and numbered consecutively from one through the number enrolled.
3. These Negro freshmen were randomly divided into two groups

approximately equal in number. This random selection was made by use of a table of random numbers. One of the two groups was used as an experimental group and the other was used as a control group.

4. The experimental group was randomly divided into three subgroups of approximately equal size and each subgroup was assigned a different counselor.

5. All members of the experimental and control groups were given the American College Test (ACT) and the Allport, Vernon, and Lindsey, Study of Values during freshman orientation or during the initial three weeks of the fall semester 1969.

6. In a further effort to establish equivalency of the two groups, the experimental and control groups were compared on the basis of mean ACT composite scores and mean high school grade-point averages. The t-test for significance of difference between means of independent samples was used for these comparisons. (15:167)

7. Biographical information was obtained for members of the experimental and control groups. This information included the student's age, sex, socio-economic background, type and size high school graduated from, ACT composite score, hours of college work attempted first semester, college grade-point average, whether or not the student received financial aid, whether or not the student worked and the number of hours worked per week, number of hours tutoring service used, whether or not the student participated in varsity athletics, and the number of hours counseling service used by each student.

8. Three counselors were employed to work with members of the experimental group on a part-time basis. Enough counselor time was secured to provide four hours of individual counseling for each member of the experimental group. Each counselor kept a record of the individual counseling given to each member of his or her subgroup. These three counselors included one white male, one white female, and one Negro male. The two white counselors were Southern State College staff members, and the Negro counselor was employed from Hope Public Schools on a part-time basis.

9. Six student tutors were employed to work with the experimental group. These tutors consisted of two Negro girls, one white girl, and three white boys. In the selection of tutors, preference was given to Negro students who had the desired qualifications. All tutors chosen were recommended by Southern State College faculty members as students who had the knowledge and maturity necessary to become successful tutors of college freshmen.

10. The tutors were scheduled to work thirteen hours per week between the hours of 8 a.m. and 5 p.m. Monday through Friday. Two hours per week of each tutor's time were left unscheduled for the convenience of the students to be tutored. The members of the experimental group were given copies of the tutor schedules and encouraged to take advantage of four hours of tutoring service each week. Each tutor kept a record of the students tutored, the subject in which tutoring was given, and the number of hours of tutoring given. At the end of the semester, totals were figured to determine the number of hours of tutoring received by each pupil, the number of hours of tutoring given in each subject, and the total hours of tutoring performed by each tutor.

11. Two faculty members were employed to serve as resource persons for the tutors. These faculty members, one from the Humanities Division and one from the Natural Science Division, met with the tutors as a group one hour each week to help the tutors resolve any problems arising from the tutoring sessions.

12. Members of the experimental group were provided one hour of orientation and/or group counseling each week and four hours of tutoring service each week. These students were encouraged to take advantage of the services provided, but no effort was made to force them to participate.

13. After the groups were selected for the study, letters were written to parents, secondary school officials, college faculty and staff members, and members of the experimental group explaining the purposes of the study and soliciting cooperation of these persons in the conduct of the study.

14. At the end of the fall semester 1969, the experimental and control groups were given the Study of Values a second time, and the value changes for the two groups were compared on the basis of the six categories of values covered in the instrument. A chi-square test was used for this purpose. While members of the two groups were assembled for the purpose of taking the post-test, each person was asked to list the courses taken and the approximate number of hours of tutoring help received in each course from sources other than from tutors provided by this project. Each member of the experimental group also completed an evaluation of each type of assistance provided by the project and of the total program.

15. The mean first semester college grade-point averages for the experimental and control groups were computed and compared by the use of a t-test for difference between means of independent samples. (15:167)

16. Each group was categorized into dropouts, persons on academic probation, persons not on academic probation but whose grade-point average is less than 2.0, and persons whose grade-point

average is 2.0 or more. A chi-square test was used to determine whether or not the numbers from the two groups who fell into the four categories were significantly different at the .05 level.

17. The three subgroups were compared on the same variables as the entire experimental and control groups. A _t_-test was used to determine significance of difference between mean grade-point averages of the three subgroups, and a chi-square test was used to determine significance of difference between value changes of the three groups and to determine significance of difference between the number of persons from each subgroup who fell into the four categories, (a) dropouts, (b) persons on academic probation, (c) persons not on academic probation but whose grade-point average is less than 2.0, and (d) persons whose grade-point average is 2.0 or more.

18. The experimental and control groups were each divided into three subgroups on the basis of ACT composite scores. A 2 x 3 factorial design using ACT composite scores and first semester college grade-point averages as co-variates was set up, and a two-way analysis of variance was used to determine significance of differences between groups. Since it was not possible to divide the experimental and control groups into subgroups with an equal number of members on the basis of ACT composite scores, a correction for unequal cell frequencies was applied to the analysis of variance information. (15:319)

19. All tutors, counselors, and faculty resource persons completed an evaluation of the study. The evaluation form used provided a space for each person to indicate the benefits which were derived from this research by the experimental and control group members, tutors, counselors, resource persons, and Southern State College. This information is compiled and presented in Chapter IV.

20. The information obtained from the above research procedures has been analyzed, summarized, and discussed in Chapter IV. The conclusions and recommendations that were drawn from an analysis of these data are presented in Chapter V.

21. Copies of the correspondence used in this study make up Appendix A, and copies of the simple forms and instruments used in the collection of data make up Appendix B.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In an effort to determine the effects of special tutoring and counseling on the academic success of Negro freshmen at Southern State College, data were collected to show high school grade-point averages, ACT composite scores, age, sex, type and size high school attended, socio-economic background, whether or not the student worked and the number of hours worked per week, whether or not the student participated in interscholastic athletics, whether or not the student received financial aid, the first semester college grade-point average, number of hours tutoring service received, the course load in semester hours, number of hours counseling service received, and the value changes for each student during the first semester 1969.

A part of these data were treated statistically in an attempt to determine whether or not they are related to the effects produced by the program of special tutoring and counseling. The results of this investigation are presented in this chapter.

CHARACTERISTICS OF THE POPULATION

All beginning Negro freshmen at Southern State College for the fall semester 1969, consisting of 39 men and 50 women, were used in this study. These students were randomly divided by use of a table of random numbers. Of the 89 students, 44 were placed in the experimental group and 45 in the control group.

In addition to randomly dividing the population into two groups, these groups were compared on the basis of mean grade-point average for the high school years and American College Testing Program mean composite scores. A t-test for significance of difference between means of independent samples was used for these comparisons. The data in Table 1 indicate that there was no significant difference between the mean high school grade-point average of the two groups, and data in Table 2 indicate no significant difference between the mean American College Testing Program composite scores of the two groups. The .05 level of significance was used for these tests. This information confirms equivalency of experimental and control groups upon entry into this study.

The experimental group consisted of 14 men and 30 women students, and the control group consisted of 25 men and 20 women (Table 3). Of these students, only three were married, two members of the experimental and one member of the control group.

The age range of the group was 17 to 24 years. The control group was made up of 38 persons 17-18 years of age and seven persons 19-20 years of age. The experimental group was made up of 35 persons 17-18

TABLE 1. HIGH SCHOOL GRADE-POINT AVERAGE OF STUDENTS

Grade-Point Average	Control Group Number	Experimental Group Number	Total Number
2.00 or less	4	6	10
2.01 to 3.00	34	27	61
3.01 or more	7	11	18
Total	45	44	89
Mean Grade-Point Average	2.57	2.58	2.57
Standard Deviation	.50	.53	.52
_t_	.27*		

*_t_ 2.00 required for significance at .05 level

TABLE 2. ACT COMPOSITE SCORES OF THE SUBJECTS

Score	Control Group Number	Experimental Group Number	Total Number
1-10	14	12	26
11-13	14	18	32
14 or more	17	14	31
Total	45	44	89
Mean	12.31	12.11	
Standard Deviation	3.56	3.28	
_t_	.0404*		

*_t_ 2.00 required for significance at .05 level

TABLE 3. THE SEX OF THE SUBJECTS

Sex	Control Group Number	Experimental Group Number	Total Number
Male	25	14	39
Female	20	30	50
Total	45	44	89

years of age, seven persons 19-20 years of age, one person 21-22 years of age, and one person 24 years of age (Table 4).

Type and Size High Schools Represented by Members of the Experimental and Control Groups

The data in Table 5 indicate that a total of 41 students in the two groups graduated from high schools with North Central ratings, 36 from high schools with "A" ratings, 10 from high schools with "B" ratings, and two from high schools with "C" ratings. The data in Table 5 further indicate that the control group contained more students who graduated from North Central high schools than were in the experimental group, but contained fewer students who graduated from class A, class B, and class C schools than were in the experimental group. These data also reveal that the number of students from integrated and all Negro schools were approximately the same for the two groups.

Data collected indicate that a total of 24 of the subjects graduated from high schools with graduating classes of less than 25 students. Of these 24 students, nine were members of the control group and 15 were members of the experimental group. Fifty-two members of the group graduated from high schools with graduating classes of 25 to 99 students. Twenty-four of these 52 persons were members of the experimental group and 28 were members of the control group. A total of 12 group members graduated from high schools with a graduating class of 100 to 399 students. Five of these persons were members of the experimental group and seven were members of the control group. There was only one of the 89 subjects, a member of the control group, who graduated from a high school with a graduating class of more than 400 students (Table 6).

Residence of Subjects During the Period of the Study

Data recorded in Southern State College files indicate that 32 members of the control group and 35 members of the experimental group occupied rooms in the dormitories on the Southern State College campus during the period of this study. The remaining 13 members of the control group and nine members of the experimental group commuted from their homes or lived in the home of a relative and commuted from that residence (Table 7).

Size and Income of Families Represented by Subjects

The families represented by subjects of this study range in size from one to eleven children per family. The control group contained more persons from families with one to five children than were in the experimental group. The experimental group contained more persons from families of six or more children than did the control group (Table 8).

The family income of families represented by members of the experimental and control groups ranged from a low of $1200 to a high of $11,650 per year. These data were coded into four categories,

TABLE 4. THE AGE OF THE SUBJECTS

Age	Control Group Number	Experimental Group Number	Total Number
17-18	38	35	73
19-20	7	7	14
21-22		1	1
23 or more		1	1
Total	45	44	89

TABLE 5. TYPE HIGH SCHOOLS REPRESENTED BY SUBJECTS

Type School	Control Group Number	Experimental Group Number	Total Number
North Central	25	16	41
A	16	20	36
B	4	6	10
C	0	2	2
Totals	45	44	89
Integrated	13	12	25
All Negro	32	32	64
Totals	45	44	89

TABLE 6. DISTRIBUTION OF SUBJECTS BY SIZE OF HIGH SCHOOL GRADUATING CLASS

Class Size	Control Group Number	Experimental Group Number	Total Number
1 to 24	9	15	24
25 to 99	28	24	52
100 to 399	7	5	12
400 or more	1	0	1
Totals	45	44	89

TABLE 7. RESIDENCE OF SUBJECTS

Residence	Control Group Number	Experimental Group Number	Total Number
Dormitory Resident	32	35	67
Nonresident	13	9	22
Totals	45	44	89

TABLE 8. NUMBER OF CHILDREN IN THE FAMILIES OF THE SUBJECTS

Number of Children	Control Group Number	Experimental Group Number	Total Number
1-2	15	9	24
3-5	15	14	29
6-8	6	15	21
9 or more	6	6	12
Totals	42*	44	86

*No data available for three families represented by control group members

(a) $2000 or less, (b) $2001 to $4000, (c) $4001 to $6000, and (d) more than $6000 per year. The members of the two groups for which these data were available represented a total of 16 families in category (a), 28 families in category (b), 26 families in category (c), and nine families in category (d). Of the 16 families in category (a), nine were families of control group members and seven were families of experimental group members. The 28 families in category (b) and the 26 families in category (c) were each the families of an even number of members representing the experimental and control groups. Ten members of the experimental group and six members of the control group were members of the 16 families in category (d) (Table 9). There were three members of the control group for whom this family income information was not available.

Financial Aid Data for Subjects

The data collected from Southern State College records reveal that there were only 22 of the 89 members of the experimental and control groups who received no financial aid which was administered by the college. The other 67 members received aid in the form of Educational Opportunity Grants, National Defense Student Loans, College Work-Study Program Allotments, and Scholarships. Fifty-two persons received a financial aid package consisting of a combination of an Educational Opportunity Grant, a National Defense Student Loan, and a College Work-Study Program Allotment. Two persons received grants and loans; three persons received loans only. Two persons received loans and work-study allotments; two persons received grants, loans, and scholarships; one person received a loan and a scholarship; and five persons received scholarships only. Of the nine scholarships granted, five were for football, one for basketball, one for band, and two were academic scholarships (Table 10).

Six of the male students who had work-study allotments were varsity athletes in the minor college sports. Since no scholarships are available in AIC schools for minor sports, these students were assigned employment in lieu of scholarships. There was a total of 13 students in the two groups who participated in varsity athletics at Southern State College during the fall and spring semesters of 1969-1970. Six of these varsity athletes were members of the experimental group and seven were members of the control group.

In spite of Southern State College policy encouraging freshman students not to work during their first semester, a total of 12 members of the two groups worked part-time on the College Work-Study Program during the period of study. Ten of these persons who had part-time campus employment were control group members, and only two were experimental group members. Six of these persons were varsity athletes in the minor college sports. The hours worked by these 12 individuals ranged from a minimum of three hours to a maximum of 15 hours per week.

TABLE 9. DISTRIBUTION OF SUBJECTS BY FAMILY INCOME

Annual Family Income	Control Group Number	Experimental Group Number	Total Number
$2000 or less	9	7	16
$2001 to $4000	14	14	28
$4001 to $6000	13	13	26
More than $6000	6	10	16
Totals	42*	44	86

*No data available for three families represented by control group members

TABLE 10. FINANCIAL AID DATA FOR SUBJECTS

Financial Aid	Control Group Number	Experimental Group Number	Total Number
Opportunity Grant	29	26	55
Government Loan	30	29	59
Student Employment	31	22	55*
Scholarship	4	5	9

*Freshman students are encouraged not to work during their first semester. Student employment has been arranged for the second semester for the number of students listed in this table.

EXTENT OF PARTICIPATION IN ASPECTS OF THE PROJECT BY THE SUBJECTS

Records were kept by tutors, counselors, and the director of this project which reflect the participation in all phases of the project by members of the experimental group. Of the 44 members of the experimental group, only three took advantage of 60 or more hours of tutoring service, and 15 of the remaining 41 students availed themselves of less than 10 total hours of this service. The mean number of hours tutoring service received by experimental group members was 22.3 (Table 11).

In spite of the fact that control group members were not provided tutoring service by this project, 11 members of the control group indicated that they had secured 10 or more hours of tutoring service during the period of this study, representing a mean of 6.4 hours per group member (Table 11).

The subjects in which tutoring was sought most from project tutors were mathematics, 190 hours; English, 144 hours; and natural sciences, 45 hours. Tutoring in social studies, foreign language, health, and business courses was requested by few students and on a regular basis by none (Table 12).

The large number of hours of participation by both groups representing tutoring received from all sources when compared to the hours of participation by experimental group members from project tutors seems to indicate that other sources of tutoring accounted for much more assistance than did project tutoring. Some of the distortion is removed when it is understood that much of the tutoring from sources other than from project tutors was done in extra class sessions with large groups (Table 12).

Tabulation of the reports required of individual tutors revealed that the total hours of tutoring actually accomplished by them ranged from a high of 172 contact hours by the white female tutor, to a low of 52 contact hours for a white male tutor, with an average of 93 contact hours per individual tutor. The number of contact hours and the number of student hours are not the same, since students were tutored in groups on some occasions. The three tutors who reported the largest number of contact hours were all tutors of mathematics. They consisted of a white female, a Negro female, and a white male tutor. The white female who reported the largest total hours of tutoring was also proficient as a tutor of English. The tutors who reported the fewest contact hours were two white male tutors and one black female. All of these persons were best prepared to assist students with English and social studies.

An analysis of the above statements leads to the conclusion that in this study students sought assistance in particular subjects with little regard to which of the tutors was working in that subject area. There was no obvious difference between the use of Negro versus white students or male versus female students as tutors.

TABLE 11. EXTENT OF SUBJECT PARTICIPATION IN THE TUTORING PROGRAM

Total Hours Participation	Control Group Number	Experimental Group Number	Total Number
0-9	34	15	49
10-19	4	8	12
20-29	5	5	10
30-39	1	6	7
40-49	1	6	7
50-59		1	1
60 or more		3	3
Totals	45*	44	89
Mean	6.4	22.3	

*Tutoring for control group members was obtained from sources outside of this study.

TABLE 12. EXTENT OF PARTICIPATION IN TUTORING BY SUBJECT MATTER AREAS

	Hours of Tutoring Received	
Subjects	Experimental Group Project Tutors Only	Both Groups All Sources
English	144	444
Mathematics	190	513
Natural Sciences	45	128
Health	2	40
Art	0	4
History	20	58
Psychology	5	14
Foreign Language	2	46
Political Science	2	1
Geography	24	27

The participation of experimental group members in the tutoring phase of this project was tabulated by subgroups and indicates that subgroup 11, assigned to the Negro male counselor, participated in the tutoring program an average of 28.1 hours per student; subgroup 12, assigned to the white male, took advantage of 21.4 hours of tutoring per student; and subgroup 13, assigned to the white female counselor, participated in the tutoring service an average of only 17.5 hours per student (Table 13).

The extent of participation in the counseling aspect of the project was computed from the records kept by the three counselors. These data reveal that the members of the experimental group took advantage of an average 5.1 hours of group counseling and 1.8 hours of individual counseling during the period of this study, with a range of one to nine hours of group counseling and none to five hours of individual counseling.

Subgroup 12, assigned to the white male counselor, participated fewer hours in both group and individual counseling than the subgroups assigned to the Negro male counselor and the white female counselor. Subgroup 11, assigned to the Negro male counselor, participated slightly more in group counseling than did subgroup 13, assigned to the white female counselor. But subgroup 13, assigned to the white female counselor, took advantage of more hours of individual counseling (Table 14).

The extent of participation in this project by members of the experimental group does not fully support one basic assumption of the study. That assumption was, that Negro freshmen in a previously all white southern college will take advantage of special help in the form of tutoring and counseling. The data already presented show that some members of the experimental group made no effort to take advantage of the services provided for them, while others took full advantage, and still others used the services to a limited extent.

A part of the students who failed to participate in this project were excellent students and well adjusted young people who had little or no real need for such a program, but there were other students who needed assistance badly and were not sufficiently motivated to give of their time and energy in an effort to secure a better basic education.

HYPOTHESES TESTED

In an effort to determine the effects of special tutoring and counseling on the academic success of Negro freshmen enrolled in Southern State College, five hypotheses were tested. The .05 level of significance was selected as the critical level for accepting or rejecting null hypotheses for all tests used. A two-tailed test was used in all instances where such a test was applicable to the statistical tool used.

The first hypothesis, when stated in null form, reads: There was no significant difference between the value changes experienced by

TABLE 13. EXTENT OF PARTICIPATION IN TUTORING PROGRAMS BY EXPERIMENTAL SUBGROUPS

Hours of Participation	Subgroup 11 Number	Subgroup 12 Number	Subgroup 13 Number	Total Number
0-9	4	6	5	15
10-19	3	2	3	8
20-29	1	2	2	5
30-39	2	2	2	6
40-49	3	1	2	6
50-59	0	1	0	1
60 or more	2	1	0	3
Totals	15	15	14	44
Mean	28.1	21.4	17.5	

TABLE 14. EXTENT OF PARTICIPATION IN COUNSELING BY EXPERIMENTAL SUBGROUPS

Hours of Participation	Subgroup 11 Number	Subgroup 12 Number	Subgroup 13 Number	Total Number
Group Counseling				
0-3	2	3	1	6
4-6	8	11	8	27
7 or more	5	1	5	11
Mean No. of Hours Participation by Subgroup Members	5.3	4.3	5.2	5.1
Individual Counseling				
0-1	8	10	0	18
2-3	4	3	12	19
4 or more	3	2	2	7
Mean No. of Hours Participation by Subgroup Members	2.0	1.1	2.4	1.8

members of the experimental and control groups during the period of the study. To test this hypothesis, the scores on the pre- and post-test of the Study of Values for each of the 80 persons who took the post-test were compared to determine whether or not there was a value change. The students were divided into those who showed an increase in score on each category of the instrument and those who showed a decrease in score or no change on each category of the instrument. A chi-square test was used to determine significance of difference between groups. Using these data, a value of 3.49 was obtained for chi-square. The critical value at the .05 level of significance with 11 degrees of freedom is 19.7 (Table 15). The null hypothesis was accepted, indicating that there was no statistically significant difference between the two groups. There were some small differences noted in the average value changes for the two groups. On the theoretical category the average change for control group members was 1.53 and only .19 for the experimental group. On the economic category the control group shows an average score change of -.33 and the experimental group a positive average score change of .30. In the aesthetic category the control group shows an average score change of .20 and the experimental group had an average score change of -.64. In the social category the control group showed an average score change of .84 against an average score change of -.54 on this category by the experimental group. On the political category the control group shows an average score change of -.11 and the experimental group an average score of 1.19 (Table 16). Both groups showed a small negative score change on the religious category, -.88 for the control group and -.21 for the experimental group (Table 16).

An analysis of this information reveals no significant change in the attitude of either group on any of the categories of this instrument during the four months time between the pre- and post-tests.

Hypothesis number two, when stated in null form, reads: There was no significant difference between the first semester mean grade-point average of pupils of the experimental and control groups. This information was computed for all members of both groups and also for only those 80 members of both groups who carried a minimum of 12 semester hours. The mean grade-point average for the entire experimental group was 1.42 and for the entire control group was 1.48 (Table 17), but when only those persons enrolled in a minimum of 12 or more semester hours were considered, the control group mean was 1.52 and the experimental group mean was 1.54. A t-test for significance of difference between means of independent samples was used to check significance of difference between these means. The obtained t value was .12 with a t value of 2.00 required for significance at the .05 level (Table 18). The information in Table 17 is based on data for persons who carried a minimum of 12 semester hours. The null hypothesis, that there was no significant difference between the mean first semester college grade-point averages of the experimental and control groups, was accepted.

This information indicates that the tutoring and counseling provided by this study made little if any difference in the first semester college grade-point average of the experimental group. However, there were other sources of tutoring help available on Southern State College

TABLE 15. VALUE CHANGES FOR THE SUBJECTS

Category and Type Change	Control Group Number	Experimental Group Number	Total Number
Theoretical			
Increase	23	20	43
Decrease or No Change	18	19	37
Economic			
Increase	16	18	34
Decrease or No Change	25	21	46
Aesthetic			
Increase	20	19	39
Decrease or No Change	21	20	41
Social			
Increase	19	21	40
Decrease or No Change	22	18	40
Political			
Increase	13	20	33
Decrease or No Change	28	19	47
Religious			
Increase	13	15	28
Decrease or No Change	28	24	52
Totals	246	234	480
Degrees of Freedom	11		
Chi-square	3.49		

*Chi-square 19.7 required for significance at .05 level

TABLE 16. MEAN VALUE CHANGES OF THE SUBJECTS CLASSIFIED BY GROUPS AND SUBGROUPS

Group	Categories of the Study of Values					
	Theoretical	Economic	Aesthetic	Social	Political	Religious
Control	1.53	-0.33	0.20	0.84	-0.11	-0.88
Experimental	0.19	0.30	-0.64	-0.54	1.19	-0.21
Subgroup 11	-0.06	-1.13	2.26	-1.60	1.80	0.20
Subgroup 12	0.66	1.13	-2.06	-1.00	0.66	0.60
Subgroup 13	-0.07	0.14	-0.92	1.07	0.42	-1.35

TABLE 17. MEAN, STANDARD DEVIATION, AND *t* SCORES BASED ON FIRST SEMESTER COLLEGE GRADE-POINT AVERAGES

Grade-Point Averages	Control Group Number	Experimental Group Number	Total Number
0-1.24	11	19	30
1.25-1.99	21	13	34
2.00 or more	12	11	23
Totals	44	43	87
Mean	1.48	1.42	
Standard Deviation	64	78	
Degrees of Freedom	11		
t Score	.19		

**t* 2.00 required for .05 level of significance

**One member of each group withdrew before the end of the semester without a grade-point average.

TABLE 18. MEANS, STANDARD DEVIATIONS, AND t SCORES BASED ON FIRST SEMESTER COLLEGE GRADE-POINT AVERAGES AND CLASSIFIED BY GROUPS AND SUBGROUPS

Grade-Point Averages	Control Group	Experimental Group		
		Subgroup 11	Subgroup 12	Subgroup 13
Number	41	14	14	11
Mean	1.52	1.61	1.42	1.60
Standard Deviation	.64	.89	.86	.55

t Experimental Group vs. Control Group	.12
t Subgroup 11 vs. Control Group	.43
t Subgroup 12 vs. Control Group	.48
t Subgroup 13 vs. Control Group	.38
t Subgroup 11 vs. Subgroup 12	.60
t Subgroup 11 vs. Subgroup 13	.05
t Subgroup 13 vs. Subgroup 12	.61

*Significant at the .05 level

campus in addition to the tutoring offered by tutors of this study, and those members of the control group who were motivated to succeed in college were able to secure the help desired. There was one English teacher and one mathematics teacher who tutored college students in lieu of a part of their course load. In addition to these two persons, the majority of Southern State College faculty members encourage their students to come to them for needed help. The varsity coaches also have a tutoring staff that works with varsity athletes who need assistance.

Since tutoring help was available from many sources, it is most difficult to determine the effect of the tutoring done by the tutors for this study.

The members of the experimental and control groups were divided into the four categories, (a) dropouts, (b) persons on academic probation, (c) persons not on academic probation but whose grade-point average is less than 2.0, and (d) persons whose grade-point average was 2.0 or more; and a chi-square test was used to determine significance of difference between groups. The obtained chi-square value was 1.58 with a chi-square value of 7.81 required for significance at the .05 level (Table 19). The null hypothesis was accepted.

Hypothesis number four states that there was no significant difference between the mean first semester college grade-point average or the value changes of the subgroups served by different counselors.

The mean first semester college grade-point averages for the three groups were computed and compared by use of a t-test (Table 18).

The value changes were computed for the three subgroups by taking the difference between the pre- and post-test scores on the Study of Values. The members of the subgroups were divided into those persons who showed an increase in scores on each of the categories and those who showed a decrease or no change in scores on each of the categories of the instrument. A chi-square test was used to determine the significance of difference between the value changes of the three subgroups. The obtained value of chi-square was 5.71 with a chi-square value of 33.92 required for significance at the .05 level (Table 20).

A further comparison of experimental subgroups was made by use of a chi-square test to determine significance of difference between the number of persons in each group who fell into the four categories, (a) dropouts, (b) persons on academic probation, (c) persons not on academic probation but whose grade-point average is less than 2.0, and (d) persons whose grade-point average was 2.0 or more. Since there were too few frequencies in some cells, the first and second categories were combined, and the third and fourth categories were combined, making a two category table. The obtained chi-square value from this information was .95 with a chi-square value of 5.99 required for significance at the .05 level (Table 21).

This information shows no statistically significant differences between these three subgroups on any of the comparisons made. However, if the data in Table 17 are studied carefully, it is evident that there

TABLE 19. CATEGORIES OF SUBJECTS ON BASIS OF FALL SEMESTER COLLEGE GRADE-POINT AVERAGES AND NUMBER OF DROPOUTS

Categories	Control Group Number	Experimental Group Number	Total Number
Dropouts	11	9	20
On Probation	9	13	22
Not on Probation Grade-Point 1.25-1.99	15	11	26
Grade-Point Average 2.00 or more	10	11	21
Totals	45	44	89
Degrees of Freedom	3		
Chi-square	1.58		

*7.81 chi-square critical value at .05 level of significance

TABLE 20. VALUE CHANGES CLASSIFIED BY CATEGORY AND EXPERIMENTAL SUBGROUP

Category and Type Change	Subgroup 11 Number	Subgroup 12 Number	Subgroup 13 Number	Total Number
Theoretical				
Increase	6	6	8	20
Decrease or No Change	9	5	5	19
Economic				
Increase	6	5	7	18
Decrease or No Change	9	6	6	21
Aesthetic				
Increase	8	4	7	19
Decrease or No Change	7	7	6	20
Social				
Increase	9	4	8	21
Decrease or No Change	6	7	5	18
Political				
Increase	8	5	7	20
Decrease or No Change	7	6	6	19
Religious				
Increase	7	4	4	15
Decrease or No Change	8	7	9	24
Totals	90	66	78	234
Degrees of Freedom	22			
Chi-square	5.71			

*Chi-square 33.92 required for significance at .05 level

TABLE 21. CATEGORIES OF EXPERIMENTAL SUBGROUPS ON THE BASIS OF FALL SEMESTER COLLEGE GRADE-POINT AVERAGE AND THE NUMBER OF DROPOUTS

Categories	Subgroup 11 Number		Subgroup 12 Number		Subgroup 13 Number		Total Number	
Dropouts	3	7	4	9	2	6	9	22
On Probation	4		5		4		13	
GPA 1.25 to 1.99	3	8	3	6	5	8	11	22
GPA 2.00 or more	5		3		3		11	
Totals	15		15		14		44	
Chi-square	.95							

*Chi-square 5.99 required for significance at .05 level

are differences in the mean first semester college grade-point averages of the three subgroups. Subgroup 11, which was served by a Negro male counselor, had a mean grade-point average of 1.61; subgroup 12, served by a white male counselor, had a mean grade-point average of 1.42; and subgroup 13, served by a white female counselor, had a mean grade-point average of 1.60.

These slight differences in mean college grade-point averages between the three subgroups could be only chance differences; however, there is a slight possibility that they represent a difference which is partially accounted for by the interaction between counselor and subgroup members.

A careful study of the value changes for the three subgroups, when converted to mean value changes for each category of values and for each subgroup, reveals slight differences but no consistent pattern of change for any subgroups (Table 16).

The last hypothesis tested by this study states that there is no significant difference between the benefits derived from a program of tutoring and counseling by the higher, middle, or lower academic elements of the experimental group, as determined by their American College Testing Program (ACT) composite scores, and measured by their first semester college grade-point averages.

To test this hypothesis, the members of the experimental and control groups were divided into three groups on the basis of their ACT composite scores. In the process of making this division an effort was made to divide the experimental and control groups into three groups of equal size. The persons whose ACT composite scores were 1-10 made up the lower group; the middle group was made up of students whose ACT composite scores were 11-13 inclusive, and the upper level group was made up of persons whose ACT composite scores were 14 or more. A two by three factorial design with ACT composite scores and first semester college grade-point averages as co-variates was used for this purpose. A two-way analysis of variance was used as the statistical tool for determining significance of differences between rows, columns, and interaction between rows and columns. Since the cell frequencies were not equal, a correction factor was used for unequal cell frequencies. (15:319)

A chi-square test was used to establish the fact that the cell frequencies did not depart significantly from equality at the .01 level. The obtained chi-square value was 1.42 with a value of 5.99 required for significance at the .01 level (Table 22). From this chi-square data a correction factor was computed for each cell and multiplied by the cell sums and sums of squares to correct for the inequality of cell frequencies. The computed F ratio between experimental and control groups, rows, was .00 with a ratio of 3.98 required for significance. The computed F ratio between groups based on ACT composite scores, columns, was 2.15, with a ratio of 3.13 required for significance. The F ratio computed for interaction between rows and columns was 2.41 with a value of 3.13 required for significance. The .05 level of significance was used in evaluating all F ratios (Table 24).

TABLE 22. DISTRIBUTION OF SUBJECTS ON THE BASIS OF ACT COMPOSITE SCORES

Group	ACT Composite Score 1-10		ACT Composite Score 11-13		ACT Composite Score 14 or more		Total
	Frequencies		Frequencies		Frequencies		
	O	E	O	E	O	E	
Control Group	14	13.3	11	13.3	16	13.3	41
Experimental Group	11	13.3	15	13.3	13	13.3	39
Totals	25	26.6	26	26.6	29	26.6	80
Chi-square	1.42*						

*Chi-square 5.99 required for significance at .01 level

TABLE 23. DATA FOR TWO-WAY ANALYSIS OF VARIANCE:
COLLEGE GRADE-POINT AVERAGES CLASSIFIED
BY GROUPS AND ACT COMPOSITE SCORES

Group	ACT Composite Score 1-10		ACT Composite Score 11-13		ACT Composite Score 14 or more	
Control Group	.43	1.92	2.00	.79	1.88	1.88
	.75	1.57	1.23	1.75	1.44	2.18
	.69	1.94	1.80	1.59	1.50	.50
	.81	1.87	.77		1.80	2.00
	1.75	1.12	.62		2.00	1.36
	1.21	.64	1.43		1.63	1.94
	2.20		2.41		2.47	2.47
	.19		2.00		1.44	2.82
Experimental Group	1.87	.46	1.67	1.80	2.63	2.06
	1.33	.92	1.18	1.63	.71	3.41
	.62	1.80	1.50	.64	2.06	2.00
	.50	1.79	1.06	1.77	2.77	3.19
	2.25		1.13	.23	1.54	1.81
	2.62		.50	1.85	2.14	
	.36		1.00	1.47	2.06	
			1.08		.77	

TABLE 24. ANALYSIS OF VARIANCE TWO-WAY CLASSIFICATION: ACT COMPOSITE SCORES AND COLLEGE GRADE-POINT AVERAGES AS CO-VARIATES

Source of Variation	Degrees of Freedom	Sums of Squares	Mean Squares	F-Ratios*
Between Columns	2	7.70	3.85	2.15
Between Rows	1	.00	.00	.00
Interaction	2	8.64	4.32	2.41
Within Cells	74	132.21	1.74	
Totals	79	148.56		

*F 3.13 required for significance at .05 level between columns and interaction and 3.98 between rows

The information presented shows no significant difference at the .05 level for any of the comparisons. However, a careful study of the data from which the F ratios were computed indicates that the experimental group members of the group with ACT composite scores of 10 or less had a mean first semester college grade-point average of 1.32 as compared to a mean first semester college grade-point average of 1.22 for the control group members who were part of the same group. In the group made up of persons with ACT composite scores of 11-13 inclusive, the control group members had a mean first semester college grade-point average of 1.49, and the experimental group members had a mean first semester college grade-point average of only 1.22. The group made up of persons whose ACT composite scores were 14 or more showed a mean first semester college grade-point average of 1.83 for control group members and a mean first semester college grade-point average of 2.09 for experimental group members.

These differences can all be explained by chance, but they provide some indication that the group whose ACT composite scores were 14 or more received more benefit from the program as measured by mean college grade-point average than either of the other groups. The data presented seem to indicate that the group whose ACT composite scores were 11-13 inclusive was actually harmed by this program, and that the group with ACT composite scores of 1-10 received very little value from it. The F ratio for interaction between academic level and the program of tutoring and counseling although not significant at the .05 level was large enough to imply that there was interaction between the two variables.

It was concluded from data presented that the null hypothesis was true as stated, and there were no statistically significant differences between the mean first semester college grade-point averages of groups with different ACT composite scores, between the experimental and control group members who were in the three groups, and no statistically significant interaction between groups.

EVALUATION OF THE STUDY BY EXPERIMENTAL GROUP MEMBERS, TUTORS, COUNSELORS, AND FACULTY RESOURCE PERSONS

The members of the experimental group each completed a simple evaluation form indicating their opinion of the aspects of the study in which they participated. The form used contained a five category range of responses from poor to excellent. A tabulation of this information appears in Table 25 and indicates that the average evaluation for each aspect of the study by members of this group was very good.

The evaluation form provided a space for experimental group members who did not participate to indicate their reason for non-participation. The reasons which appeared in this space were: (1) I felt that I could do good school work without assistance; (2) I wanted to see if I could do the work without assistance; (3) I was not in the proper frame of mind to

TABLE 25. SUMMARY OF EVALUATIONS OF ASPECTS OF THIS PROJECT BY MEMBERS OF THE EXPERIMENTAL GROUP

Aspects of Project	Evaluation					Total Number Responses
	Excellent	Very Good	Good	Below Average	Poor	
Tutoring in Mathematics	6	10	7	2		25
Tutoring in Science	1	5	5			11
Tutoring in English	3	18	5	1		27
Tutoring in Social Science				2		2
Group Counseling	8	16	8			32
Speakers at Meetings	7	13	13			33
Individual Counseling	6	9	4			19
Association with Group	5	14	10	1		30
Communications from Director	10	16	10	1		37
Overall Project	12	13	11	1		37

*Students responded only to those aspects of the program in which they participated.

accept help in the form of tutoring and counseling; and (4) one student indicated that there was no tutor scheduled at the time when she wanted assistance. A look at the schedule of tutors indicates that response number four was not completely true.

A different type evaluation form was completed by the tutors, counselors, and resource persons. This form provided space for each of the persons who worked with the experimental group to indicate the benefits which he or she thought were derived from this study by each group involved and by Southern State College.

All tutors except one Negro girl indicated that they thought the services offered by the study were beneficial to the experimental group members, but this girl indicated that in her opinion no benefits were derived from the study by members of the experimental group. Some of the benefits to experimental group members which were listed were (1) needed assistance in preparation for classes and tests, (2) special tutoring at no additional cost, (3) immediate assistance in solving problems, (4) assistance with orientation and social adjustment, (5) benefits from association with the group, (6) realization that someone was concerned for their welfare, (7) better communication between white and Negro students brought about by the association between white tutors and black students, and (8) an improved attitude on the part of experimental group members toward whites in general.

The benefits which were listed as having accrued to the control group as a result of the research were (1) realization that Southern State College was making an effort to help members of the Negro race, and (2) the motivation which was generated by the fact that they were aware that their progress was being carefully observed.

The benefits which the tutors enumerated as having received from this study were (1) economic aid, (2) experience which will be most valuable to prospective teachers, (3) friendship and relaxed social relationships between tutors and Negro students, (4) better understanding of the problems of culturally disadvantaged freshmen, (5) satisfaction of helping someone solve his problems, and (6) an opportunity to learn and earn wages at the same time.

Three tutors listed benefits which they thought Southern State College obtained from this study. The benefits listed were (1) helped raise academic level of students, (2) provided additional student employment, (3) produced an atmosphere of helpfulness toward students, and (4) aided in recruiting of students.

The counselors enumerated a number of benefits which they received from this study. The Southern State College counselors stated that this project had served the purpose of getting the Negro students in contact with the counseling staff and had helped to build the confidence of the Negro students in that staff. Before the initiation of this program, the Negro students of this institution seldom used the services of the counseling personnel. The Negro counselor who was employed on the part-time basis indicated that he developed a closer relationship with college students and was provided an opportunity to understand the values, problems, and social adjustments of Negro greshmen in a previously all white southern college.

Dr. Paul Kirkpatrick, the white male counselor, stated that he has a better understanding of the needs of Negro students attending Southern State College after having worked with one of the subgroups for one semester. He thinks that he is in a better position to make recommendations to the administration of Southern State College for some type of continuing program designed to meet the needs of academically disadvantaged students.

The two faculty resource persons, through their contacts with the tutors, were made acutely aware of the problems encountered in trying to teach academically disadvantaged students as individuals or in groups. They were also brought to the realization that it can be most difficult to motivate students who have been unable to see the need for concentrated and consistent efforts to improve their academic status.

The evaluation form included a space for each of these persons to indicate the problems encountered in this project and his or her opinion as to the solution of these problems. The problem listed most often was lack of participation in the program by experimental group members. This problem was believed to be an outgrowth of a feeling of hostility, uncertainty, and suspicion on the part of some members of the experimental group. Suggestions for resolution of this problem were to (1) offer assistance to all freshmen, (2) have no control group, (3) offer college credit for participation, and (4) schedule more group sessions. A number of persons suggested that motivation was needed but gave no suggestion as to how this could be accomplished.

A considerable effort was made to motivate members of the experimental group. When the members of the experimental group were selected, letters were written to each of them explaining the purposes of the program and encouraging them to take full advantage of the services provided. Each week during the operation of the program a letter was mailed to each experimental group member informing him or her of the specific use to be made of the one hour group session that week and any other pertinent facts which needed to be passed on to them. In each of these letters an effort was made to encourage participation in the program by group members (Appendix B).

In addition to encouraging students to take full advantage of the program, letters were written to all Southern State College faculty and staff members explaining the study, providing them a list of experimental group members, and soliciting their aid in motivating these students. Letters were also mailed to the parents of experimental group members and the secondary school officials of the schools from which they graduated, asking their assistance in the motivation of these students.

The evaluation form included a space for the overall evaluation of the study. This part of the evaluation developed into a summary of the other parts of the evaluation. All persons who worked with the study, except one Negro girl tutor, was of the opinion that the study had merit.

Since no significant differences were found between the experimental and control groups at the end of the fall semester during which the special assistance was in effect, items number 13 and 14 of Research Methods as stated in the original proposal were not carried out.

DISCUSSION OF THE DATA PRESENTED

In spite of the fact that no statistically significant differences were produced by this research, there were some implications noted in the results. The subgroup which was assigned to the Negro counselor participated in the tutoring program an average of 28.1 hours as compared to an average of 21.4 hours and 17.5 hours for the other subgroups (Table 13). This indicates to the investigator that Negro students in a predominately white college respond to a Negro counselor somewhat better than they do to white counselors.

A comparison between the responses of the subgroups to the counseling program leads to the conclusion that Negro students respond slightly better to white female counselors than they do to white male counselors. This is probably a carry over from the association of the white male with the "boss" by the Negro student. However, this might be explained by personality factors of the individual counselors involved.

In most of the comparisons made between the experimental and control groups, the results for the experimental group were slightly better than those for the control group, indicating the possibility that some progress was being made and that an extended program of this type may produce results which are statistically significant. The present investigator was aware, at the beginning of this study as indicated by one limitation of the study, that one semester was a very short time in which to produce differences in value changes and grade-point averages that are statistically significant, but the expense of providing tutors and counselors prevented a longer period of research.

Many benefits which are derived from a program of this type cannot be measured by statistical tools. The values of group association, better communication between white and Negro students, better social adjustments for Negro students, increased friendships between white and Negro students, and the change of attitude on the part of Negro students when they realize that white persons, both students and faculty, are concerned for their welfare, are difficult to measure by $\underline{t}$-tests, chi-squares, and F ratios.

The benefits which the tutors received from this program have already been enumerated and include needed economic assistance, valuable training for prospective teachers, friendships and relaxed social relations between white tutors and Negro students, better understanding on part of the white tutors of the problems of the Negro student in the previously all white college, and the satisfaction which they derived from working with these students are important factors which were not considered in the statistical analysis.

It would be most difficult to measure the benefits which the Negro students of Southern State College will derive from their greater use of the counseling and guidance services of this institution, the services which they seldom used before this project forced them to meet and learn to trust the college counselors. It would also be next to impossible to measure the benefits derived from improved race relations on this campus, which, if not brought about by this project, were improved by it.

It is the opinion of the investigator that the benefits of the project far exceed the financial costs incurred by the program.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine the effects of special tutoring and counseling on the academic success of Negro freshmen at Southern State College. The measures of academic success used were mean college grade-point average, value changes as measured by pre- and post-test scores on the Allport, Vernon, and Lindsey, Study of Values, and the number of persons who fell into the categories: dropouts, persons on academic probation, persons not on academic probation but whose grade-point average was less than 2.0, and persons whose grade-point average was 2.0 or more.

In an effort to determine the effects of tutoring and counseling on the academic success of these students, the 89 beginning Negro freshmen enrolled in Southern State College for the fall semester of the school year, 1969-1970, were randomly divided into two groups of approximately equal size. One of these groups was used as an experimental group and the other as a control group. The experimental group was divided into three subgroups of approximately equal size, and each of these subgroups was assigned to a different counselor.

The experimental subgroups were provided special tutoring and counseling for the entire semester in addition to the services regularly provided for Southern State College freshmen. The control group members were given no special assistance during the period of the study.

Data were collected and presented to reflect the age, sex, socioeconomic background, type and size high school attended, high school grade-point average, American College Testing Program composite score, college grade-point average, whether or not the student received financial aid, whether or not the student worked and hours worked per week, whether or not the student participated in varsity athletics, number of semester hours of college work attempted, number of hours of tutoring received, and the number of hours counseling received by each person in the groups.

At the end of the semester the experimental and control groups were compared on the basis of mean first semester college grade-point averages. A t-test for significance of difference between means of independent samples was used. These same two groups were compared on the basis of the number of persons who fell into the four categories: dropouts, persons on academic probation, persons not on academic probation but whose grade-point average is less than 2.0, and persons whose grade-point average was 2.0 or more. A chi-square test for significance of difference was used for this purpose. These groups were also compared on the basis of value changes as measured by pre- and post-test scores on the Allport, Vernon, and Lindsey, Study of Values. A chi-square test was used for this comparison. None of these statistical treatments showed a significant difference between groups at the .05 level.

The three experimental subgroups were compared on the same three bases as the entire experimental and control groups. These comparisons were made in an effort to determine the relative effectiveness of the three counselors. The statistical treatments used showed no significant difference between subgroups on any of the comparisons at the .05 level.

The entire experimental and control groups were divided into upper, middle, and lower groups on the basis of American College Testing Program composite scores, and these subgroups were compared by using the ACT composite scores and mean college grade-point averages as co-variates. A two-way analysis of variance with a correction for unequal cell frequencies was used for these comparisons. There was no significant difference at the .05 level between any groups as indicated by this test.

An evaluation of the study was completed by all persons who worked with the experimental group and by experimental group members. A compilation of the information obtained from these evaluations provides an indication that the study was of value to the experimental group members, control group members, tutors, counselors, faculty resource persons, and Southern State College.

Since no significant differences were found between the experimental and control groups at the end of the fall semester during which the special assistance was in effect, items number 13 and 14 of Research Methods as stated in the original proposal were not carried out.

CONCLUSIONS

Based upon the findings of this study, the conclusions drawn were these:

1. Negro students in a previously all white college will not all give of their time and energy to participate in a tutoring and counseling program unless some added incentive besides the desire for better grades is provided.

2. One semester is a very short period of time in which to produce statistically significant evidence of improved academic success by use of a special tutoring and counseling program for academically disadvantaged Negro students.

3. On a college campus where there are no Negro staff members, Negro freshmen respond to a Negro counselor better than they do to either male or female white counselors.

4. Special tutoring and counseling did not make a significant difference between the mean first semester college grade-point

averages of the experimental subgroups and those of the control group.

5. Special tutoring and counseling made no significant difference between the value changes of the Negro freshmen of Southern State College during the period of this study.

6. Special tutoring and counseling did not make a significant difference between the number of persons who fell into the categories: (a) dropouts, (b) persons on academic probation, (c) persons not on academic probation but whose grade-point average is less than 2.0, and (d) persons whose grade-point average is 2.0 or more.

7. The use of different counselors made no significant difference between the subgroups as measured by mean first semester college grade-point averages, value changes, and the number of persons who fell into the four categories listed in number six above.

8. There was no statistically significant evidence that students of any one academic level, as determined by their ACT composite scores, received more benefit from the program of special tutoring and counseling than students of the other two levels.

9. There was no evidence that Negro freshmen showed any preference for either color or sex when selecting a tutor to assist them.

10. There are many benefits from a program of this type which cannot be measured by statistical tools.

RECOMMENDATIONS

Based upon the findings of this study the recommendations made are these:

1. In spite of the fact that this study did not produce statistically significant results, it is recommended that another study similar to this one be conducted with changes made as recommended below.

2. It is recommended that future studies of this type include members of all races to prevent offending members of any race.

3. It is recommended that additional research be conducted to develop more effective means of motivating culturally and academically disadvantaged students of all races.

4. It is further recommended that a two-year research program of

compensatory education be conducted at the college level in which tutoring is provided in English, mathematics, and study skills only.

5. It is also recommended that the research suggested above provide some form of added incentive to make it more attractive to culturally and academically disadvantaged students. Some possibilities for this incentive are: financial remuneration, college credit for participation, or a requirement that students participate in the program in order to be eligible for financial aid.

6. Finally, it is recommended that competent Negro faculty and staff members be employed by all colleges which have an integrated student body.

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APPENDIX A

ADDENDUM TO PROPOSAL NO. O-G-001

The following changes are proposed to the research procedures as stated in proposal No. O-G-001.

1. Change the size of the experimental and control groups to one-half of the Negro freshmen enrolled in Southern State College for the fall semester, 1969.

2. Include all students randomly selected for the experimental group without regard for their desire to be included.

3. Employ three counselors instead of one and randomly divide the experimental group into three subgroups. Assign a different counselor to work with each subgroup and use counselors as one factor in the analysis of data.

4. Use a factorial design with ACT composite scores as covariates in an effort to determine the type student for which the treatment works best.

5. Include only those students who are enrolled for 12 or more semester hours as a part of this study.

6. The use of the factorial design will be in addition to the statistical methods outlined in the proposal as submitted.

Title: THE EFFECTS OF SPECIAL TUTORING AND COUNSELING ON THE ACADEMIC SUCCESS OF NEGRO FRESHMEN AT SOUTHERN STATE COLLEGE

Initiator: (Principal Investigator)	Ralph Wilson
Contracting Agency:	Southern State College, Magnolia, Arkansas 71753
Amount of Federal Funds Requested:	$ 9,851.65
Proposed Beginning and Ending Dates:	August 1, 1969, to July 31, 1970

ABSTRACT

Ralph Wilson, Southern State College, Magnolia, Arkansas, proposes an experimental study of the effects of special tutoring and counseling on the academic success of Southern State College Negro freshmen. The procedure used in this study will be the selection of two random samples of approximately 40 Negro freshmen each from the population of all Negro freshmen enrolled in Southern State College for the fall semester 1969. One of the samples will be used as a control group and the other as an experimental group. The experimental group will be assigned to a one-hour group counseling session each week, provided four hours of tutoring per week, and a Negro counselor will be made available to this group exclusively for five hours each week. The control group will receive no special assistance. At the end of the fall semester 1969-1970 the two groups will be compared on the basis of mean value changes, mean grade-point average, and the number from each group who fall into four groups ranging from dropouts to persons whose grade-point averages are 2.0 or higher. No special assistance will be given to either group during the spring semester 1970; however, at the end of the spring semester the academic progress of the groups will be compared a second time in an effort to determine whether the special help has produced individual characteristics which lead to continued academic success. The study objective is to provide additional evidence that the academic success of Negro students in a previously non-Negro southern college can be improved by providing special assistance for them in the form of tutoring and counseling. The findings of this study should be of interest and value to Southern State College and other previously non-Negro southern colleges as they strive to improve the academic position of their Negro students.

CHAPTER I

INTRODUCTION

Background

In the past decade much attention has been given to the Head Start Program for culturally disadvantaged preschool children and to the Upward Bound Program for culturally disadvantaged secondary school students. These have been successful attempts to prepare pupils for participation in elementary schools and colleges, but they are limited to a small fraction of the persons who need such assistance. Many culturally disadvantaged Negro students still arrive at college unprepared to compete with their more affluent white classmates.

Summer preparatory programs have been developed to help prepare disadvantaged students for college admission. A New York program, "Operation Second Chance," prepares high school graduates previously denied admission to college for re-application. Another approach provides lengthened undergraduate programs to give disadvantaged students an additional year of instruction. Such programs serve the aim of helping deprived students and also of benefiting the institution and the student body by increasing the diversity of background of students.

Importance of the Study

Of 154 Negro students at a large midwestern university, the 30 percent in the upper half of their class with respect to academic aptitude included nearly equal numbers from integrated high schools and from predominately Negro high schools. Even the Negro men from families of relatively high socio-economic level had aptitude scores lower than the non-Negro freshman average.

Negro students are inadequately prepared for college regardless of their socio-economic background or the degree of integration in the high schools they attended. Even in integrated high schools, the education received by Negro students is inferior to the education received by non-Negro students in the same school. Negro students should be given special assistance in the form of tutoring, counseling, and summer programs. (2)

In 1965, New York University instituted an experimental program for 60 "high risk" students. Only 15 of these students were still enrolled after one year. A sufficient supportive program had not been provided to enable the students to develop their latent potential. More and better programs are needed if the skills and talents of the potentially able, but deprived youngsters, are to be developed. (14)

Agricultural, Mechanical and Normal College, an Arkansas all-Negro institution, has been providing special assistance in the form of tutoring and additional counseling to its students for a number of years. In spite of the fact that no statistical evaluation has been made to determine the effectiveness of the program, the director of freshman studies for that college states that many students who would be denied admission to most institutions of higher education are helped in developing desirable study habits and do successfully complete a four-year college program.

At Southern State College, a previously all-white college, the average Negro student has been unable to compete academically with the average white student. This same condition exists in all of the previously all-white Arkansas colleges, and the educational literature indicates that it exists in colleges throughout the entire United States.

During the 1968-1969 school year, Southern State College, with other south Arkansas colleges, participated in two programs which brought additional culturally deprived students into the institutions. These programs were designed to locate academically able students and to inform the parents of all graduating high school seniors that financial aids were available for college students. Both programs have contributed to an increase in the number of Negro students enrolled in all-white colleges in south Arkansas. This makes it more urgent that programs be initiated that will help these persons to succeed in college and to complete a four-year degree.

There is some difference of opinion as to the reason for this inability of the average Negro student to compete successfully with the average white student on an academic basis. Shuey, Garrett, and Jensen are three writers who have concluded that the difference is one of native intelligence and nothing can be done to reduce or eliminate this inability. However, the preponderance of informed opinion is that the difference in academic performance is a result of an inferior cultural background and can be corrected with special help.

The careful appraisal of educational programs is extremely rare. Therefore, it is not surprising that few compensatory programs in higher education have been systematically evaluated. It is essential that more of them be evaluated if the profession is to have reliable guidelines for further study. (19:155)

STATEMENT OF THE PROBLEM

The problem under consideration in this study is the inability of the majority of Negro college students in previously non-Negro southern colleges to do satisfactory academic work based on existing conditions and standards. Specifically, a sample of approximately 40 Southern State College Negro freshmen will be provided special tutoring and counseling for one semester in an effort to show that Negro college students, if given sufficient help, can overcome this inability and can do satisfactory academic work in this college.

Purposes of the Study

1. Provide additional help, in the form of tutoring and counseling, to a random sample of approximately 40 Southern State College Negro freshmen during the fall semester 1969.
2. Compare the mean grade-point average of this group for one semester with the mean grade-point average of a comparable control group which is provided no special assistance.
3. Compare mean value changes for the two groups by use of pre- and post-test scores on the Allport, Vernon, and Lindsey, *Study of Values*.
4. Compare the number of persons from each of the two groups who fall into the four categories (1) dropouts; (2) persons on academic probation; (3) persons not on academic probation but whose grade-point averages are less than 2.0; and (4) persons whose grade-points are 2.0 or more.
5. Provide a basis for making inferences pertaining to the educational success of Negro students in a previously all-white southern Arkansas college.

Questions to be Answered by the Study

1. What effect will special assistance to a group of Negro students have on their values in selected areas?
2. What effect will special assistance in the form of tutoring and counseling have on the mean grade-point average of the Negro students who receive the help?
3. Will the mean grade-point average of the experimental group be significantly higher than that of the control group for the period of the study?
4. Will the mean value changes of the experimental group during the first semester be significantly different from those of the control group?
5. Will there be a significant difference between the number in the two groups who have dropped out of school, who are on academic probation, but have a grade-point average less than 2.0, who have a grade-point average of 2.0 or more at the end of the semester?

Assumptions

1. Negro freshmen students in a previously non-Negro southern college will take advantage of special assistance to improve their academic status.

2. College grade-point average and value changes are measures of academic success.

3. Value changes can be measured by the difference between pre- and post-test scores on the Allport, Vernon, and Lindsey, Study of Values.

4. Negro freshmen enrolled at Southern State College are representative of the Negro freshmen at previously non-Negro southern colleges in general.

5. The social milieu in which a child grows up is highly influential in determining the kind and degree of his experience.

6. The ease of learning is based in large measure on the prior experience and knowledge of the individual.

Postulates

1. The inability of the average Negro college freshman to compete academically with white freshmen in previously non-Negro southern colleges is a result of an inferior educational background.

2. Inabilities resulting from an inferior background can be partially or totally removed by special assistance to the persons involved.

Hypotheses

1. Negro students who are provided with special assistance will experience a greater change of values than will Negro students who are given no special help.

2. Negro freshmen who are provided with special tutoring and counseling will earn a higher mean grade-point average than Negro freshmen who receive no special help.

3. There will be a difference between the number of persons from the experimental and control groups who fall into the four categories: dropouts, persons on academic probation, persons not on academic probation but whose grade-point average is less than 2.0, and persons whose grade-point average is 2.0 or above.

Limitations of the Study

1. This study will investigate only two of the many factors believed to be instrumental in the determination of educational success.

2. The population from which the sample is drawn represents only one college.

3. The sample size is small (40 students) due to the small number of Negro freshmen enrolled at Southern State College.

4. The time-span of the study will be limited to one semester.

5. The experimental group will include only students who wish to participate.

Definitions

Academic Probation: As used in this study, academic probation will conform to the definition being used at Southern State College at the time of the study.

Compensatory Practice: A continuing activity by an institution that helps disadvantaged students who could not otherwise do so to enroll and satisfactorily progress in schools at all levels.

Compensatory Programs: An organized group of compensatory practices.

Culturally Deprived: Persons who have had very little contact with cultural factors which are common in the environment of the average middle-class white child in the United States.

Culturally Disadvantaged: Persons who have suffered from some degree of cultural deprivation.

Dropout: All persons who withdraw from Southern State College or who are suspended during or at the end of the period of the study with the exceptions listed below.

> Persons who are forced to leave school for health reasons, persons who are drafted into the services of the United States, and persons who transfer to another college at the end of the period of study will not be considered dropouts for this study.

Academic Success: Favorable progress toward the completion of a desired goal in education. One of the measurable desired goals of education is a grade-point average sufficiently high to permit a student to remain in school and graduate.

Grade-Point Average: For purposes of this study, all grade-point averages will be based on a four-point scale.

CHAPTER II

REVIEW OF SELECTED RELATED LITERATURE

The same social forces responsible for the recent development of compensatory education in the public schools have given impetus to the development of compensatory practices on the college level. One of the most dynamic trends in education today is the effort to identify potentially able Negro or other socially disadvantaged youth and help them to enter and succeed in college.

Some colleges long have been active in giving special assistance to disadvantaged youth for whom higher education would otherwise be impractical. Examples are Berea College in Kentucky, Oberlin College in Ohio, and most Negro colleges in the south. These institutions were exceptions in this regard; the majority of colleges and universities showed little concern for youth with handicaps caused by poverty and discrimination. Prior to 1960, there was very little discussion of higher education for the disadvantaged in educational literature. (19:122)

A survey of efforts to increase opportunities for higher education in California among persons disadvantaged by social and economic conditions was conducted in 1965-1966. Information from this survey revealed that two percent of the undergraduates admitted to the University of California had been exempt from the usual admission requirements and that a number of campus programs for increasing educational opportunities had been stimulated by grants and scholarships.

Most of the disadvantaged students attending colleges in California were enrolled in junior colleges which have an open-door admission policy and counseling, remedial, and instructional programs suited to this policy. These junior colleges could improve their services to the disadvantaged by attention to the systematic evaluation of their programs. (10)

A senior high school Negro boy with a D grade-point average was admitted to college as a pilot study. He was given weekly counseling and tutoring services, paid one dollar per hour for attending classes, and additional payment for grades of A or B. The student achieved low B grades at the junior college level and eventually the rewards for performance in the form of payment were unnecessary. With counseling and positive reinforcement, he acquired the behaviors necessary for college success. (31:174)

In an attempt to solve the dropout problem among Negro students, San Mateo Junior College initiated the College Readiness Program for disadvantaged high school students. This program consisted of a six-week intensive tutorial session on the San Mateo campus subsequent to high school graduation. Thirty-six high school graduates were selected for participation in the program. All but one of the students who completed the summer program enrolled at San Mateo the following fall. At the end of the academic year, 44 percent of the participants in the

College Readiness Program dropped out as compared to 90 percent among un-aided disadvantaged Negro students. (16:10)

In 1965, City University of New York established the SEEK program especially designed to recruit and enroll poverty area high school graduates who would not ordinarily be admitted because of admission standards. The students selected were aided through special programs to strengthen their basic skills. In this program, 100 SEEK students served as an experimental group and 50 freshmen of similar age, ethnic and socio-economic background, and high school records of performance were used as a control group. At the end of the first semester, 70 percent of the control group had dropped out or were unwilling to take a second examination. Thirty-eight (38) percent of the experimental group had dropped out, 29 percent were rated as doing average work, and 33 percent were retained for additional remedial work. (11)

Probably the most outstanding compensatory development in higher education in recent years is the variety of summer programs conducted for high school students. Although similar programs have been previously conducted for high school graduates by a few institutions, the big drive for this type of program came during the summer of 1964 when hundreds of disadvantaged high school students were permitted to spend several weeks on college campuses across the nation.

These approaches to helping disadvantaged students enter colleges are paralleled by programs designed to help them succeed in college. Most common among these programs are special counseling and non-credit remedial courses. Other programs include instruction in study skills, tutoring, and financial aid. (19:144)

The ABC-ISTSP, A Better Chance-Independent Schools Talent Search Program, is a cooperative effort of 105 private schools and colleges to provide individualized college preparation for disadvantaged high school students. Before being assigned to one of the schools for two or four years of funded schooling, students are required to attend transitional summer programs at one of the sponsoring schools to experience a boarding school situation and to receive tutoring in the basic skills. In addition to the regular scholastic program with supervised study hours, organized recreational and cultural activities are provided. Of 700 pupils in this program during the 1966-1967 school year, 97 percent received passing grades and 40 percent received A's and B's. (22:12)

Antioch College has initiated a program for interracial education to provide full college expenses to disadvantaged students nominated by selected individuals. These students do not respond to college in the usual academic patterns. They manage their day-to-day activities well but have difficulty with long-range assignments and abstract contexts. The shock of their new environment and their belief that education is irrelevant makes their academic work improve slowly. A good relationship with a faculty member is exceedingly important to them. If they could merge the things of value from their backgrounds with those of their new environment, and if colleges would accept the challenge to change, new vigor would appear in the academic community. (5:3)

The general premise that educational handicaps commonly observed among socially disadvantaged children can be overcome by appropriate school experiences is well grounded in psychological and sociological theory, but how best to accomplish this is an open question. The profession and the lay public are in no position to make judgements and long-term commitments to any program in the field. (23:131)

In 1965, the Higher Horizons Program for elementary school children of New York City was evaluated on the basis of scholastic aptitude, scholastic achievement, personal and social development, attendance, and truancy of the pupils in the program. In addition to the pupil evaluation, the professional staff who worked with the program evaluated it. No significant difference was found between IQ scores at third and sixth grade level, reading achievement scores, or school attitude and behavior scales for the Higher Horizons pupils and the pupils of the control group. The experimental group showed significantly greater gains in computational skills and problem-solving ability than the control group. The Higher Horizons pupils exhibited slightly greater gains in attendance and fewer truancy cases than the control group. Approximately two-thirds of the professional staff recommended continuation of the program. A decision based on this evaluation, to discontinue the program was made. (23:161-167)

Out of a total of 2,061 students enrolled in the first Upward Bound Programs, 1,994 are now on their way out of poverty through education. The change in these students from apathy, and in some cases hostility, to eagerness for learning and responsibility in their own destiny has been remarkable. (23:171)

The Negro freshmen in a predominately non-Negro university from 1961 through 1964 presented lower mean SAT scores and lower grade-point averages at the University of North Carolina, although they had higher ranks in their high school classes. These data indicated that the pre-college education of these Negro students was less adequate than that of the total freshman class for the period or that grading standards were not the same in the high schools. (20:368)

In a society which has need for an increasing portion of its youth to secure college education, some concerted effort must be made to help a larger percent of these youth to obtain higher education. In the culturally deprived group, there is a sizeable proportion of the youth who can profit from higher education and should be enabled to secure it. (3:37)

Studies by Pasamanick, 1946; Araston and D'angelo, 1952; Key, 1932; Klineberg, 1935; Clark, 1923; Lee, 1951; and Stallings, 1960, disavow the assumption of native difference of intelligence between white and Negroes. There is a great deal of overlap between scores of the two groups. The present investigator concludes that the view that ethnic groups differ in innate intelligence is not supported by acceptable scientific evidence. (3:134)

Attempts are being made to measure the ingredients of deprivation with the aim of developing a topology of deprivation which organizes experiences into relevant groupings that can be related to socially determined group variations in IQ performance. It seems probable that when behavioral scientists have been able to classify and measure the elements and variables in social deprivation, the observed difference between intelligence test scores of Negro and white samples will be explained. (12:306)

Although many programs for the disadvantaged are in process, more provision must be made for motivation, learning skills, and opportunity for the disadvantaged to demonstrate individual potential. Simple remedial programs are inadequate, and a universal cooperative venture is needed, with educational institutions of all ranks evaluating, exploring, and sharing in an attempt to initiate effective compensatory educational programs. (17:84)

CHAPTER III

PROCEDURES

Description of Population

The population for this study will consist of all Negro freshman students enrolled in Southern State College during the fall semester, 1969.

The experimental sample will consist of 40 Negro freshmen selected at random from the population of approximately 250 students.

Variables To Be Studied

The independent variables for the study will be special counseling and tutoring.

The dependent variable to be considered is academic success measured in terms of (1) college grade-point average, (2) value changes, and (3) the number of students who fall into the four categories: (a) dropouts, (b) persons on academic probation, (c) persons not on academic probation but whose grade-point average is less than 2.0, and (d) persons whose grade-point average is 2.0 or more.

Collection of Data

Data for this study will be taken from the confidential student records of Southern State College.

Research Method

The research methods employed in the study will be these:

1. An extensive review of selected related literature will be undertaken.

2. All Negro freshmen enrolled in Southern State College for the fall semester, 1969, will be listed in alphabetical order and numbered consecutively from one through the number enrolled.

3. Two samples of 40 each will be drawn from the population by use of a random table of three-digit numbers.

4. The members of one sample will be invited to serve as an experimental group; the members of the other sample will serve as a control group.

5. If students who are invited to serve as part of the experimental group do not accept, other names will be selected

randomly from the compiled list of Negro freshmen. Students who do not accept the opportunity to serve as a part of the experimental group will be treated as a third group and their mean grade-point average for the semester will be compared with the mean grade-point averages of the experimental and control groups.

6. All members of the experimental and control groups will be given the American College Test (ACT) and the Allport, Vernon, and Lindsey, Study of Values during freshman orientation.

7. The experimental and control groups will be compared on the basis of mean ACT composite scores and mean high school grade-point averages. The *t*-test for significance of difference between two means for independent samples will be used. (15:167)

8. Biographical information will be obtained for members of the experimental group, the control group, the persons who do not accept the opportunity to serve as a part of the experimental group, and the tutors. This information will include the student's age, sex, socio-economic background, whether the student is working and the number of hours worked per week, whether the student is participating in interscholastic athletics, whether the student is receiving financial aid, organizations to which the student belongs, and the course load of the student. This information will be presented in tabular form in the final report of the study. An effort will be made to relate the findings of the study to this information.

9. The experimental group will be assigned to a one-hour group counseling session each week, provided four hours of special tutoring each week, and a Negro counselor will be made available to this group exclusively for five hours per week. These services will be in addition to the regular college services and will in no way prevent members of the group from securing the regular services. The tutoring will be done by junior and senior college students whose past records indicate that they have sufficient knowledge and maturity to be capable tutors at the freshman level. A total of six student tutors will be selected and employed. In the selection of tutors, preference will be given to Negro students who are eligible for assistance on the work-study program. These tutors will meet as a group for one hour each week with a college faculty member from the Humanities Division and one from the Natural Science Division. These faculty members will serve as resource persons to the tutors in their work with the experimental group. The work schedules for tutors will be arranged so that all students can receive their four hours of tutoring each week and the tutors still work only 15 hours per week. Where the schedules can be arranged, groups of two, three, or four students may be helped in the same subject by one tutor simultaneously. Each tutor will keep a daily record of the persons

tutored, the time spent with each individual, the subject in which the individual received help, and the basic type of help given. At the end of the semester these records will be collected and the total hours of tutoring received by each member of the experimental group will be computed. Subtotals for the hours of tutoring in individual subjects will be determined for each individual and for the group as a whole in an effort to determine the subjects in which tutoring should be provided if the program is continued by the college.

10. At the end of the fall semester, 1969, the experimental and control groups will be given the Study of Values a second time, and the mean value changes for the two groups will be compared on the basis of the six categories of values covered in the instrument. A chi-square test will be used for this purpose. While the experimental and control groups are assembled for the purpose of taking the Study of Values post-test, each member of the control group will be asked to list the courses taken and the number of hours of tutoring, if any, which he or she has received in each subject during the semester; each member of the experimental group will be asked to complete an evaluation of the types of special assistance which he or she has received. This evaluation instrument will consist of a list of the types of special assistance which were provided for the experimental group with instructions to rate each type on the basis of a five-point scale ranging from one which represents poor to five which represents excellent.

11. The mean grade-point average for each of the three groups will be computed and compared by use of the t-test for significance of difference between means of independent samples.

12. Each group will be categorized into dropouts, persons who are on academic probation, persons not on academic probation but whose grade-point average is less than 2.0, and persons whose grade-point is 2.0 or more. A chi-square test will be used to determine whether the numbers from the two groups which are in the four categories differ significantly.

13. An estimated omega-square test will be used to test strength of association for significant t-values.

14. No special assistance will be provided for either group during the spring semester 1970; however, at the end of the spring semester the groups will be compared on the basis of numbers eleven and twelve above in an effort to determine whether the special help has produced individual characteristics which lead to continued academic success.

Use To Be Made Of The Findings

The findings of this study will be presented in the form of tables showing means, standard deviations, sample sizes, and statistical significance of the different comparisons. In addition to the tables, a discussion of findings will be used to point out relevant information that is not obvious from the tables. A comparison will be made between the findings of this and other similar studies in an effort to add to the body of organized information on the subject.

A copy of the abstract of this study will be made available to the other Arkansas colleges and to the U. S. Commissioner of Education. The conclusions reached in this study will be used by Southern State College as a partial basis for future planning of freshman programs. The utilization of the findings of this study by Southern State College and the probable use of them by other previously non-Negro southern colleges would justify the proposed study. This study would demonstrate to the Negro students of Southern State College that the faculty and administration of the institution are willing and eager to help them in their college work.

Organization of the Study

1. Chapter I will present an introduction and a statement of the problem. The introduction will include a background for and the importance of the study. The statement of the problem includes the purposes, questions to be answered, postulates, hypotheses, assumptions, limitations, and definitions for the study.
2. Chapter II will be devoted to a review of selected related literature concerning the study.
3. Chapter III will contain the presentation and analysis of data.
4. Chapter IV will present a summary of the findings of the study with relevant conclusions and recommendations related to the findings.
5. A bibliography of the sources of information used in the study will be indicated.

APPENDIX B

SOUTHERN STATE COLLEGE

MAGNOLIA, ARKANSAS

Date

Dear Student:

You and several other students attending Southern State College for the first time have been selected to participate in a unique type of study that will require approximately one hour of your time during the first week of school. Your participation may help to provide assistance to college students in the future, and for this reason I am sure you will be interested in being involved.

The first meeting for those participating in the study will be in Room 204, Overstreet Hall at 11:00 a.m. on Thursday, September 11, 1969. Please bring a sharpened pencil with you.

Thank you for your participation and interest.

Sincerely,

SOUTHERN STATE COLLEGE

Donald A. Haefner
Vice President for Student Affairs

SOUTHERN STATE COLLEGE

MAGNOLIA, ARKANSAS

Date

Dear Student:

You have been selected to serve as a member of an experimental group of Southern State College freshmen during the fall semester of the 1969-1970 school year. The plan is to provide tutoring and special counseling for a group of freshmen for one semester and to compare the grade-point average of this group with the grade-point average of an equivalent group of freshmen who receive no special help.

We are making an effort to determine the effects of tutoring and special counseling on a representative group of Negro freshmen in Southern State College and are prepared to provide these additional services to you at no extra cost. Your name was selected randomly, and your selection does not imply that you need special assistance.

Please come by my office, Room 206B Caraway Hall, during the week of September 8-12 and discuss the project with me.

Sincerely,

Ralph Wilson
Associate Professor of Education

SOUTHERN STATE COLLEGE

MAGNOLIA, ARKANSAS

September 24, 1969

Dear Parent:

Southern State College is providing special tutoring and counseling for one half of the Negro freshmen who are enrolled for the fall semester 1969. This assistance is being given on an experimental basis to determine the effects it will have on the academic success of those persons who receive it. If the students who are provided the special help earn significantly higher grade-point averages than those who do not receive help, we hope to secure financial aid to continue the program and expand it to include more students.

We are of the opinion that most freshmen students can benefit from a special program of this type provided they take advantage of it. There is no way that we can force these students to accept this help; but we are using every means at our disposal to encourage members of this group to take full advantage of it. We are asking that you help us with this program by encouraging your son daughter, ____________________, who is a member of the group chosen to receive this assistance, to accept the counseling and tutoring services offered them.

If you have further questions concerning this program, contact me by telephone, mail, or in person and I will be happy to provide the information which I have.

Thank you in advance for your cooperation.

Sincerely yours,

Ralph Wilson
Associate Professor of Education
Project Director

RW/fm

SOUTHERN STATE COLLEGE

MAGNOLIA, ARKANSAS

October 6, 1969

Dear Sir:

Southern State College is conducting a study this semester to determine the effects of special tutoring and counseling on the academic success of Negro freshmen.

We have made arrangements for student labor tutors to provide help for one half of our Negro freshmen, and have arranged for them to secure additional counseling from Dr. Kirkpatrick, Mrs. Thomas, and Mr. Young, a counselor from Hope High School.

The one difficulty with the study is that we have no means to require students to take advantage of these services. We solicit your assistance for this purpose.

I am enclosing a list of the students who have been selected to receive this assistance. At least one or more of these students is a graduate of your high school. Will you help those students by encouraging them to take full advantage of these services?

A letter similar to this one is being sent to parents, Southern State College faculty members, and members of the Student Personnel staff of Southern State College in an effort to use as many sources of motivation as possible.

We thank you in advance for your cooperation in this matter and if you desire more information about the study, I will gladly supply it.

Sincerely yours,

Ralph Wilson
Associate Professor of Education
Southern State College

RW/fm
Enc.

Dear Student:

We missed you at the group meeting Thursday, September 25, 1969, at 11 o'clock. The three counselors were present and the students who attended the meeting had an opportunity to get acquainted with their counselor and make arrangements for an individual counseling session.

We are required to keep a record of attendance for persons who are a part of this study. The tutors and counselors will keep a record of all students who come to them for help and I will check the roll at all meetings of the experimental group for the remainder of the semester.

If you take advantage of these services, we will know that you are willing to put forth an effort to do satisfactory academic work and all persons concerned will make a special effort to help you in any way that we can. If you fail to take advantage of this opportunity and fail to do satisfactory academic work, it will be an indication that you are not interested and probably should not be provided further financial assistance to continue in college. The records of this study will reflect the extent of your participation.

Dr. Haefner, Vice President for Student Affairs, will speak to the group at 11 o'clock Thursday, October 2, 1969, in Room 206 Overstreet Hall.

The meeting place for the group meetings each Thursday at 11 o'clock will be changed to Room 206 Overstreet Hall for the remainder of the meetings this semester.

We look forward to seeing you at the group meeting at 11 o'clock each Thursday.

Sincerely yours,

Ralph Wilson
Associate Professor of Education
Project Director

September 30, 1969

Dear Student:

I am enclosing a copy of the schedule for tutors. You are expected to attend at least four hours of these sessions each week. You may use these tutor sessions as a place to study the subjects listed on the tutor schedule with help available if you need it. You may attend more than four hours per week if you so desire.

All members of the experimental group are to meet in Room 206 Overstreet at 11 o'clock each Thursday.

If you have questions about the schedule or the experiment, come by my office, Room C-206B, and discuss them with me.

Sincerely,

Ralph Wilson
Director, Project 0-G-001

RW/kim

Enclosure

REVISED SCHEDULE OF TUTORS FOR EXPERIMENTAL GROUP

DAYS	HOURS	ROOMS	TUTORS
MWF	8-9	C-201	HOOVER
MWF	8-9	C-302	WILLHITE
TTH	8-9:30	C-201	REED
TTH	8-9:30	OM-34	WILLHITE
MWF	9-10	OM-34	CRAYTON
TTH	9:30-11	C-302	ADAIR AND POTE
MWF	10-11	C-302	ADAIR AND POTE
F	10-11	OM-34	CRAYTON
M	11-12	OM-34	WILLHITE
MTWF	11-12	OM-212	REED AND CRAYTON
TTH	12:30-2	OM-34	REED
MWF	1-2	OM-120	ADAIR AND POTE
M	1-3	OM-34	HOOVER AND CRAYTON
TH	1-2	C-201	POTE
W	2-5	OM-212	HOOVER
W	2-5	C-302	POTE AND WILLHITE
T	2-3	OM-31	WILLHITE
TH	2-3	OM-31	ADAIR AND POTE
TTH	2-3	OM-34	HOOVER
MT	4-5	O-201	WILLHITE
TH	11-12	O-204	GROUP MEETING ALL MEMBERS OF EXPERIMENTAL GROUP
T	6-8, 9-10 P.M.	O-115	HOOVER
M	7:30-10:30 P.M.	Bussey-102	POTE*
T	9-10 P.M.	Cross-210	ADAIR*
TH	7:30-9:30 P.M.	Cross-210	ADAIR*
W	7-10 P.M.	Harrod-135	CRAYTON*

* Girls Only

TO: MEMBERS OF THE EXPERIMENTAL STUDY GROUP

FROM: RALPH WILSON, PROJECT DIRECTOR

Dr. Charles Jackson, Vice President for Administration and Research, will talk to the group at 11 o'clock Thursday, October 9, 1969, in Room 206 Overstreet Hall. In addition, all three counselors will be present and you will meet with your counselor for a part of the hour.

A number of you have not been taking part in the program which has been provided for you. I am sure that the tutors can render a valuable service to you if you will permit them to do so. Why not go by their assigned location and see for yourself?

We look forward to seeing you at the meeting Thursday and the tutors look forward to helping you with your academic problems.

Ralph Wilson

TO: SSC FACULTY MEMBERS

FROM: RALPH WILSON

The following students are eligible for tutoring but have not taken advantage of this service to date. If these persons are in your class or classes and are not doing well, please encourage them to go to their student tutors for help.

James Armstrong
Shirley Brewer
Alice Marie Butler
James Channel
Jean Ethel Davis
Cleopatrick House
Albert Keener
Georgia Lawson
Ted W. McDaniels
Linda K. McDuffie
Anthony McKellar
Lois Manning
Gary Louis Tollette
Versie Jean Tucker
Charles A. Wilson, Jr.

There are other students whose names are on the list to receive this assistance who are not attending tutoring sessions regularly, but all except those listed above have been for help one or more times.

TO: Members of the Study Group

FROM: Ralph Wilson, Project Director

Dr. George Sixbey, Chairman of the Humanities Division, will talk with the entire group during the first part of the group meeting Thursday, October 16, in Room 206 Overstreet Hall. The other half hour will be devoted to a group meeting with your counselor.

If you have not been taking advantage of these group meetings, you are missing an opportunity to learn more about Southern State College and to get better acquainted with key college personnel and members of this group.

I spent the day Thursday, October 9, figuring high school grade-point averages from your transcripts. I was favorably impressed by the records which most of you have compiled up to this time. With these records from high school you may think that you do not need the assistance being offered and you may be doing good work without it. However, if you are doing good work without help, you can do still better work if you take advantage of the program offered.

TO: Members of the Study Group

FROM: Ralph Wilson

During the first part of the group meeting at 11 o'clock Thursday, October 23, Mr. Young will talk with the group and the remainder of the time will be spent with your subgroup and counselor.

I am well pleased with the participation of a number of you; however, we still have persons in the group who have not realized a need for such a program. If you are having trouble with your course work, I urge you to go to the tutors for assistance. If you are doing well without help, let me encourage you to go by and get acquainted with the tutors. These persons can give you tips on how to study more effectively and will be happy to do so.

If you have misplaced your schedule for tutors, come by my office and pick up another copy. If you are unable to meet any of the scheduled tutor sessions, come by my office and we will make special arrangements for a tutor to assist you.

TO: Members of the Study Group

FROM: Ralph Wilson, Project Director

Dr. B. C. Dodson, Chairman of the Natural Science Division, will be the speaker for our next group meeting Thursday, October 30, at 11 o'clock in Room 206 Overstreet Hall. Those of you who are not attending these meetings are missing an opportunity to gain valuable information and develop a better understanding of Southern State College and the other members of this group.

I am becoming increasingly concerned about members of this group who are not going for tutor assistance, in spite of the fact that faculty members tell me that the same students are doing poorly in their class work. Permit me to remind you that nine weeks grades are based on the work up to and including the next two weeks. You can do a lot to influence those grades by concentrated study between now and November 6. If you have accurately assessed your situation, you probably should spend a lot of time getting help from tutors between now and then.

In spite of my concern for you, I am unable to help you unless you are willing to give your time and effort to help yourself. Let me urge you to study regularly and consistently, and take full advantage of the available tutor assistance provided for you.

If you do not take advantage of the help provided for you and are not successful in college, how do you explain this to yourself, your family, and your associates?

TO: MEMBERS OF THE STUDY GROUP

FROM: RALPH WILSON

Mr. Bernard Polk, Director of Student Financial Aid, will be the speaker for the group meeting in Room 206 Overstreet Hall at 11 o'clock Thursday, November 13, 1969. Since many of you are receiving aid in one form or another, it should be of interest to you to hear this topic discussed.

Mr. Young will be in the counseling center the entire day, November 13th, and members of this group are encouraged to go by for individual counseling or to arrange appointments to see him at a later date.

I have made changes to the tutor schedule in an effort to provide additional times for you to receive assistance. A copy of the new schedule is attached to this letter. No time or location for tutoring which appeared on the old schedule has been removed but new times and locations have been added for your convenience.

TO: Members of the Study Group

FROM: Ralph Wilson, Project Director

Dr. Paul Kirkpatrick will speak to the group during the first part of the group meeting at 11 o'clock Thursday, November 20 in 206 Overstreet Hall. Dr. Kirkpatrick is director of the counseling center at Southern State College.

You should have a copy of your nine weeks grades before this meeting and this will be a good indication of how you are progressing with your college work.

Permit me to remind you that you can help yourself, your group, your family, your race, and your school by taking advantage of the services provided by this program and doing well in your academic course work in college.

The rooms in which tutors are scheduled to help this group would be an excellent place for you to study. By studying in these rooms you could do your own work and have assistance available if and when it is needed.

TO: MEMBERS OF MR. YOUNG'S GROUP

FROM: RALPH WILSON

MR. YOUNG WILL BE IN THE CONFERENCE ROOM OF THE COUNSELING CENTER FROM 8 AM TO 5 PM, TUESDAY, NOVEMBER 25, 1969. I STRONGLY RECOMMEND THAT YOU DROP BY TO SEE HIM AND DISCUSS YOUR MID-SEMESTER GRADES AND ANY OTHER PROBLEMS WHICH YOU CARE TO DISCUSS WITH HIM. HE SHOULD BE ABLE TO ASSIST YOU IN IMPROVING YOUR STUDY HABITS AND YOUR GRADES. THERE ARE ONLY SIX MORE WEEKS OF CLASSES IN THIS SEMESTER; SO, YOU NEED TO BE BUSY ABOUT YOUR CLASS WORK IF YOU PLAN TO GET BETTER GRADES FOR THE SEMESTER THAN YOU DID FOR THE FIRST NINE WEEKS.

TO: Members of the Study Group

FROM: Ralph Wilson

A panel of upper class Southern State students will use the first part of the group meeting Thursday, December 11, 1969, to discuss what is required to be or to become a successful college student.

The second part of the hour will be used for group meetings with your counselors.

The tutor reports for last week indicate that a few more persons used this service than used it the preceding week. You still have enough time to increase your grade-point average for the semester, provided you use that time in concentrated study.

Mr. Young will be in the counseling center from 8 to 5 Thursday and would welcome visits from members of his group.

TO: MEMBERS OF THE STUDY GROUP

FROM: RALPH WILSON

Dr. Logan, Vice President for Academic Affairs, will talk to the group at the group meeting in Room 206 Overstreet Hall at 11 o'clock Thursday, December 4, 1969. If you have questions about academic matters, bring them to this meeting and perhaps Dr. Logan can answer them for you.

Permit me to remind you that you have only four more weeks of classes after this week before final examinations for the semester. Some of you have a great deal of work to do before that time in order to have the grade-point average required to continue receiving financial aid.

The tutoring and counseling services which are being provided by this project will end at the end of the semester. If you plan to use these services it is urgent that you do so before final exams for this semester.

I have made some additional changes to the tutoring schedule in an effort to make the schedule more convenient for you. A copy of the changed schedule is attached to this letter.

If you are one of the persons who has not used our service, why not visit your counselor, go to a group meeting, and use our tutors this week and give the program a chance to be of service to you. If you never participate in any of these services, you will not know whether you are missing something worth while.

Dear Student:

Because of faculty communication or for some other reason, you did not report to room 304 Overstreet Hall at 11 o'clock, Thursday, December 18, 1969, as requested by Dr. Kirkpatrick. We request that you be in room 206, Overstreet Hall at 11 o'clock Thursday, January 8, 1970, to complete necessary forms for the completion of Federal Project OG001.

It should take not more than 40 minutes of your time to complete these forms.

We are looking forward to seeing you there.

Sincerely yours,

Ralph Wilson, Director
Federal Project OG001

Dear ________________

You are requested to be in room 304 in Overstreet Hall at 11 a.m. on Thursday, December 18. At this time, we will ask you to write for us again the Allport "Study of Values." It is very important that you be there since this test is essential to the work of the research being done by Mr. Wilson this year. This must be completed before the semester ends so please try to be there, and get it over with.

It should take approximately 30 or 35 minutes to complete the examination.

Sincerely yours,

Dr. Paul R. Kirkpatrick
Director of Counseling

TO: MEMBERS OF THE STUDY GROUP

FROM: RALPH WILSON

The final meeting for this group will be held in Room 206 Overstreet Hall at 11 a.m. Thursday, January 15, 1970. It is most important that you attend this meeting in order that all necessary forms be completed and information collected. If you know in advance that it will not be possible for you to attend this meeting, come by my office and I will permit you to complete the forms here. If you fail to take care of this matter at the appointed time, it will be necessary for me to contact you individually because the information which you will provide at this meeting is essential to this study.

Mr. Young will be in the Counseling Center during the entire day Thursday, January 15.

I am attaching a schedule for tutors during Final Exam week. Let me encourage you to use the remaineder of the time in this semester to prepare for your Final Examinations. The record that you compile this semester will be yours for the remainder of your life; therefore, you should do your best to make it something which you will be happy with.

February 18, 1970

Dear Student,

I take this means of expressing my appreciation to you for your participation in the research study with black freshmen at Southern State College during the first semester of 1969-70.

As I review the records of student participation in this project, I am disappointed that those of us who worked with the project were unable to provide the motivation necessary to secure full participation from all members of the experimental group. At the time that the project was developed and written, it appeared to provide an excellent opportunity for students to help themselves during a crucial period in their education. I am convinced that it served this purpose for the members who took the time to participate.

This project was developed because of a desire on the part of the administration and faculty of Southern State College to assist black freshmen. In spite of the fact that no funds are available to continue the project, the attitude of helpfulness and cooperation still prevails among the faculty and staff of Southern State College.

Let me encourage you to remain in college and take advantage of any needed available assistance.

Sincerely yours,

Ralph Wilson

APPENDIX C

________________ REPORT FOR WEEK BEGINNING ________________ ______
TUTOR MONTH DAY

	SUBJECTS							
STUDENTS NAME	ENGLISH	MATH	SCIENCE	HEALTH	ART	HISTORY	PSYCHOLOGY	FOREIGN LANGUAGE

STUDENTS NAME ____________________

REPORT OF TUTORING RECEIVED IN ADDITION TO THAT PROVIDED BY PROJECT TUTORS

WRITE THE APPROXIMATE NUMBER OF HOURS OF TUTORING RECEIVED IN EACH SUBJECT. DO NOT INCLUDE TUTORING RECEIVED FROM TUTORS WORKING WITH THE PROJECT.

	MONTH TUTORING WAS RECEIVED					
SUBJECTS	September	October	November	December	January	TOTAL
ENGLISH						
MATHEMATICS						
SCIENCE						
HISTORY						
PSYCHOLOGY						
HEALTH						
ART						
MONTHLY TOTALS						
GRAND TOTAL						

COUNSELORS REPORT SUBMITTED BY ____________

	DATES (MONTH AND DAY) COUNSELING RECEIVED					
STUDENTS NAME	September	October	November	December	January	Total

Dear Student:

In order to complete the federal project which we have in process at Southern State College, we need some additional information concerning your family.

We are trying to determine whether family size and family income are important factors to be considered in determining academic success of students at Southern State College. Please write the number of brothers and sisters in your family and also the approximate annual family income of your family at the bottom of this sheet and place it in the post office with my name and box number 1354 on it, or return it to my office, 206 Caraway Hall.

Your prompt attention to this matter will be greatly appreciated.

Sincerely yours,

Ralph Wilson
Box 1354, SSC

Number of brothers __________

Number of sisters __________

Annual Family Income ________

STUDENT EVALUATION SHEET

Please indicate your personal opinion of the different aspects of this project by placing an "x" in the appropriate spaces in the items below.

	EVALUATION				
ASPECT OF THE PROJECT	EXCELLENT	VERY GOOD	GOOD	BELOW AVERAGE	POOR
TUTORING IN MATH.					
TUTORING IN SCIENCE					
TUTORING IN ENGLISH					
TUTORING IN SOC. SCI.					
TUTORING IN FOR. LANG.					
GROUP COUNSELING					
SPEAKERS AT GROUP MEETINGS					
INDIVIDUAL COUNSELING					
ASSOCIATION WITH GROUP					
COMMUNICATIONS FROM DIR.					
OVERALL PROJECT					

I DID NOT PARTICIPATE IN THE PROJECT FOR THE FOLLOWING

REASON ____

____

PROJECT EVALUATION

PLEASE WRITE YOUR EVALUATION OF PROJECT OC001 USING THE FRAME OF REFERENCE SHOWN BELOW

I. BENEFITS TO MEMBERS OF THE EXPERIMENTAL GROUP
   A. DIRECT BENEFITS

   B. INDIRECT BENEFITS

II. BENEFITS TO MEMBERS OF THE CONTROL GROUP
   A. DIRECT BENEFITS

   B. INDIRECT BENEFITS

III. BENEFITS TO PROJECT TUTORS
   A. DIRECT BENEFITS

   B. INDIRECT BENEFITS

IV. BENEFITS TO PROJECT COUNSELORS
   A. DIRECT BENEFITS

   B. INDIRECT BENEFITS

V. BENEFITS TO FACULTY RESOURCE PERSONS
   A. DIRECT BENEFITS

   B. INDIRECT BENEFITS

VI. BENEFITS TO SOUTHERN STATE COLLEGE
   A. DIRECT BENEFITS

B. INDIRECT BENEFITS

VII. PROBLEMS ENCOUNTERED IN THE STUDY AND YOUR OPINION AS TO THEIR SOLUTION

VIII. LESSONS LEARNED BY YOU IN THE PROCESS OF WORKING WITH THE PROJECT

IX. RECOMMENDED CHANGES FOR ANY FURTHER STUDIES OF THIS TYPE

X. YOUR OVERALL EVALUATION OF THE PROJECT